

DOCUMENT RESUME

ED 277 284

HE 019 419

AUTHOR Altbach, Philip G.
TITLE The Foreign Student Dilemma. Special Theme.
INSTITUTION International Bureau of Education, Geneva
(Switzerland).
PUB DATE 85
NOTE 180p.
AVAILABLE FROM United Nations Educational, Scientific, and Cultural
Organization, 7 Place de Fontenoy, 75700 Paris
(France).
PUB TYPE Reference Materials - Bibliographies (131) --
Collected Works - Serials (022) -- Information
Analyses (070)
JOURNAL CIT Bulletin of the International Bureau of Education;
n236-237 qtr 3-4 1985
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Annotated Bibliographies; College Programs;
*Comparative Education; Developed Nations; Developing
Nations; Economic Factors; *Educational Innovation;
Educational Policy; Foreign Countries; *Foreign
Students; Higher Education; *International
Educational Exchange; Political Influences; *Study
Abroad
IDENTIFIERS *China; *Czechoslovakia

ABSTRACT

An introductory essay and an annotated bibliography concerning foreign students are presented in this issue of the Bulletin of the International Bureau of Education (IBE), along with an annotated bibliography on recent publications dealing with educational innovations, which was prepared by the International Educational Reporting Service (IERS), an IBE project. A subject and country index and list of institutions issuing the IERS documents are included. The issue also contains abstracts of documents on educational policy from China and Czechoslovakia by the Co-operative Educational Abstracting Service, also an IBE project. Keywords are provided in addition to bibliographic information and narrative summaries. The essay by Philip G. Altbach, "Introduction: Foreign Students in a Comparative Perspective," covers international student flows, curricular factors and foreign study, the economics and politics-of-foreign-study, and factors-in-the-decision-to-undertake study abroad on the part of governments, academic institutions, and individuals. Categories included in the bibliography on the foreign student dilemma include: academic experiences and performance, adaptation problems and issues, admissions policies and evaluation of credentials, the 'brain drain' and non-return issues, counseling services and health problems, disciplinary studies, foreign student advisers and personnel, and language issues. (SW)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

BEST COPY AVAILABLE

ED277284

Bulletin

of the International Bureau of Education

59th year No. 236/237 3rd/4th quarter 1985

SPECIAL THEME
The foreign student
dilemma

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
 Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

UNESCO

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

unesco

INTERNATIONAL BUREAU OF EDUCATION

International yearbook of education

VOLUME XXXIV — 1982.

Educational structures

by Robert Cowen

1983. 159 p. ISBN 92-3-102115-X

VOLUME XXXV — 1983.

Educational development trends

by Brian Holmes

1983. 232 p. ISBN 92-3-102125-7

VOLUME XXXVI — 1984.

Education for all

by Wolfgang Mitter

1985. 153 p. ISBN 92-3-102303-9

VOLUME XXXVII — 1985.

Technological/occupational challenge, social transformation and educational response

by Edmund King

In press.

AVAILABLE FROM THE NATIONAL DISTRIBUTORS OF UNESCO PUBLICATIONS

ISSN 0303-3899

Bulletin

of the International
Bureau of Education

59th year No. 236/237 3rd/4th quarter 1985

The foreign student dilemma

Prepared by Philip G. Altbach,
Director and Professor,
Comparative Education Center,
State University of New York at Buffalo,
United States of America

International Educational
Reporting Service

Co-operative Educational
Abstracting Service

unesco

Special themes covered in the *Bulletin of the International Bureau of Education*

- 210 Democratization of higher education
- 211 Educational administration
- 212/213 Linkages between formal and non-formal education
- 214 Family, community and media in the education of the disadvantaged child
- 215 Recurrent education
- 216 Education for rural development
- 217 Environmental education
- 218/219 In-service teacher education
- 220 The future of education
- 221 Educational research
- 222 Education of women in developing countries
- 223 Reform and innovation in higher education
- 224 Early childhood education
- 225 The interaction between education and productive work
- 226 Education for international understanding, peace and human rights
- 227 Special education
- 228 Technical and vocational education
- 229 Participation of youth in educational development
- 230 Development and reform of primary education
- 231 Primary and secondary science education
- 232 Nutrition education
- 233 Teaching methods in adult education
- 234/235 In-service teacher education
- 236/237 The foreign student dilemma

All correspondence concerning editorial matters should be addressed to the International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.

The International Bureau of Education is a centre of comparative studies and information in the field of education. It was founded as a private organization in Geneva in 1925. In 1929, under new statutes, it became the first intergovernmental organization in its field through an agreement between Poland, Ecuador and the Republic and Canton of Geneva. In 1969, the IBE became an integral part of Unesco, while retaining wide intellectual and functional autonomy.

Unesco's International Conference on Education is organized by the IBE every two years. Each session of the Conference deals with a different theme and results in the adoption of an international recommendation on this theme. In addition, the IBE maintains a computerized educational documentation and information centre, which collaborates with over ninety national centres through the International Network for Educational Information (INED).

The IBE's programme emphasizes comparative and international studies in the educational sciences, which are issued as monographs. The IBE also publishes this quarterly *Bulletin*, each on a specific topic, and a quarterly newsletter entitled *Educational innovation and information*. Finally, its 'Information files' are offered as an editorial service for professional journals and periodicals. This service provides brief trend papers on education for use by co-operating publications.

For more information, write to the address given above.

Published by the
United Nations Educational, Scientific and Cultural Organization,
7 Place de Fontenoy, 75700 Paris, France

Printed in Switzerland by Presses Centrales, Lausanne

© Unesco 1985

PREFACE

From its inception, Unesco has encouraged the flow of students between Member States. Many government officials and business leaders have been, in their formative years, recipients of Unesco fellowships or of fellowships offered by individual countries or non-governmental organizations, and many others have been involved in foreign study through their own resources. Many hundreds of thousands of students continue to study abroad in the mid-1980s, even though almost all countries now have universities of their own.

The presumed advantages of foreign study are many: the students involved may obtain a broader perspective than is often possible in domestic institutions; they may be able to pursue advanced study in areas not well developed in their home institutions; they meet students and faculty from other cultures and political systems, and thus can become more cosmopolitan and conscious of the interdependence of nations.

Foreign study, however, is not without problems. Some students may not adjust to the foreign experience. Alienation can occur, with some students not wishing to return to their home countries, and others return to a context which they find stressful. Others do not adjust well in the host country and carry attitudes with them when they return which are not consistent with notions of international understanding through foreign student exchange.

Furthermore, foreign study can be costly for the sending country. The majority of students studying abroad are supported entirely or partially by their own families or their own governments. If they do not return home, or if they return for a short time and then migrate abroad, the question must be faced as to whether the government has supported foreign study which encourages the so-called 'brain drain'. Some countries, however, find that the migration of high level talent which is in over-supply in their own countries can be useful in that income is derived through funds repatriated by the migrants and through capital that is returned when many such migrants return home later in their careers. And, of course, many such migrants point out that research and other facilities in their home countries would preclude their contributing at home in their areas of specialization, thus raising the question of whether or not the limitation of migration of high-level talent would limit the growth of knowledge and the development of individual potential among the world's talent, wherever it is found.

Many policy issues must also be faced by countries and institutions which host foreign students. For example, questions of the relevance of foreign education to local problems are often raised. Schools of engineering in highly industrialized countries do not, for instance, stress the kinds of engineering needed in a primarily rural society. Medical training in wealthy countries prepares specialists for a medical context which may not exist in a relatively poor country such as that from which the student originates. Such problems are only recently being addressed by host institutions.

Host countries also worry about the cost of educating foreign nationals and the effect on their own higher education system of the presence of large numbers of foreign students. Although most host countries recognize the many advantages of having young people of many nations mingling with their own, they at the same time must be concerned with the effect of foreign student enrolment on available places for their own students, especially in the high-cost medical and scientific faculties of higher education institutions.

The IBE is fortunate to have been able to interest an outstanding educator — Philip G. Altbach — who not only knows the research in the area, but who understands the relevant policy issues, to prepare this issue of the *Bulletin*. Every attempt has been made to include studies from the various geographic regions, although, of course, no bibliographic research can hope to include every study available. Those who feel that we have missed significant studies should send the study to us and we will include it in one of the IBE's data bases for future reference.

The ideas and opinions expressed in the Introduction, annotated bibliography and in the Co-operative Educational Abstracting Service of this book are those of the authors and do not necessarily represent the views of Unesco. The designations employed and the presentation of the material throughout the publication do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

SETH SPAULDING
Director, IBE

CONTENTS

The foreign student dilemma

- Introduction: Foreign students in a comparative perspective *by Philip G. Altbach* p. 7
- Annotated bibliography p. 24
 - Bibliographical studies* p. 24
 - General* p. 25
 - Academic experiences and performance* p. 31
 - Adaptation problems and issues* p. 34
 - Admissions policies and evaluation of credentials* p. 45
 - Attitudinal and behavioural studies* p. 46
 - The 'brain drain' and non-return issues* p. 57
 - Counselling services and health problems* p. 59
 - Curricula and study programmes* p. 62
 - Disciplinary studies* p. 62
 - Economic aspects of foreign study* p. 64
 - Foreign student advisors and personnel* p. 65
 - Impact of study abroad* p. 66
 - Institutional policy* p. 68
 - Language issues* p. 69
 - Overseas study and socio-economic development* p. 71
 - Policies of industrialized nations* p. 73
 - Policies of Third World nations* p. 77
 - Post-baccalaureate study and teaching assistants* p. 77
 - Return and re-entry issues* p. 78
 - Specific country issues* p. 81
 - Women international students* p. 86
 - Historical studies* p. 86
 - Statistical studies* p. 89
- International Educational Reporting Service p. 93
 - *Subject and country index* p. 95
 - *Sources* p. 99
 - *IERS Awareness list* p. 101

Co-operative Educational Abstracting Service p. 141

- China, nos. 329-334 p.141
- Czechoslovakia, nos. 335-336 p. 157

Authors and editors index p. 168

THE FOREIGN STUDENT DILEMMA

Introduction: Foreign students in a comparative perspective

Universities are international institutions. Knowledge has no boundaries, and universities have traditionally welcomed individuals from many nations to study and teach. Indeed, the origins of the universities were international. The early European universities used an international language — Latin — and from the first had an international study body. Academic institutions continue to be international and one of the aspects of internationalism — foreign students — has become an issue of importance and considerable controversy in the modern world. Foreign students constitute an important element of the world higher education equation. It has been estimated that there are more than 1 million students studying outside the borders of their home countries, with 325,000 studying in the United States, 114,000 in France, and 62,000 in the USSR, the top three 'receiving' nations. The bulk of the world's foreign students come from the developing countries of the Third World and study in the industrialized nations of the 'North'.

The impact of foreign students is significant. It has been estimated that more than \$2.5 thousand million is devoted to the education of foreign students in the United States, and over 10 per cent of total university enrolments in France are foreigners. In the United States, graduate study has been especially affected by foreign students, with half of graduate enrolments in fields like engineering and computer science made up of foreign students. Debates concerning appropriate policies regarding foreign study, the economic impact of foreign students, curricular aspects, ideological ramifications and other aspects have been increasingly common in many countries[1].

This essay places the multifaceted policy — curricular and economic — of foreign students in a broad comparative context[2]. It is our conviction that the foreign student issue has been neglected, that it has broad ramifications for higher education, and that it is in many ways symptomatic of international relationships in higher education — relationships based on deep-seated inequalities and affected not only by educational factors but also by economic and political considerations which transcend higher education. Not only are foreign students a significant educational variable, but they reflect basic issues in higher education. Those involved with policy making on both sides of the equation — the 'sending' countries and the 'host' nations — must fully understand the complexities of the situation. Too often decisions regarding foreign students and international study have been made by default, by the 'market forces' of Third World students eager for higher education overseas, by political leaders concerned with maintaining national influence through educational diplomacy, or by academic institutions in the industrialized nations wishing to fill their classrooms with students, regardless of the relevance of the academic programmes being offered[3].

The world balance of students

The flow of students across international borders is a complex matter. It is often assumed that the flow is exclusively from the Third World to the Western industrialized nations. The bulk of the foreign students flow is in this direction[4]. However, significant numbers of students go from one Third World nation to another to study. For example, Argentina, India, Lebanon (even under current conditions) and the Philippines are among the top twenty 'host' countries. Thousands of European students come to the United States and Canada to study, and many North Americans study in Europe. Thousands of American medical students studying in the Caribbean and Mexico and other parts of the world also contribute to the flow of foreign students. The European Community has simplified procedures for Western European students to study in the countries of the Community, although there has been some concern that the numbers of students crossing European borders to study has not been increasing. There is also a significant flow to the East European socialist nations, both from the Third World and within the region. The USSR, with 62,000 foreign students, is the third largest recipient of foreign students[5].

Most of the contemporary discussions concerning foreign student policy, adaptation problems, curricular relevance and other issues relate to the flow of Third World students to the industrialized nations. Yet even here the balance sheet is complex. India, often seen as a major exporter of students actually has an almost balanced flow of students — sending 15,000 abroad but taking in 11,000 overseas students. Similarly, the Philippines takes in almost as many students as it sends abroad. In both of these cases, the bulk of overseas students coming to study are from other Third World nations, while most of those who go abroad study in the industrialized nations.

Thus within the broad flow of students from the Third World to the Western industrialized nations, there are smaller, but nonetheless important, tributaries among the less industrialized nations, among the Western nations and among the socialist nations of Eastern Europe. The impact of foreign study varies considerably from country to country[6]. More than 10 per cent of students in France are foreign students, while in the United States, despite playing host to triple that number of students, foreign students constitute only 2.4 per cent of the total. In the United Kingdom where there has been much debate concerning policies relating to foreign students and to the relative costs and benefits of hosting such students, about 7 per cent of the total enrolments are from overseas[7]. The USSR has about 1 per cent of its student population from overseas.

For a number of sending countries, overseas study constitutes an even more important issue. The pressures for admission to post-secondary study are immense, and one way in which Third World nations have dealt with the pressure is by sending students abroad. Furthermore, academic programmes and specialities are frequently unavailable in newly established Third World universities, forcing students abroad to study these subjects. The pressure can be exemplified by the fact that when Thailand opened its first 'open university', which has no enrolment restrictions, 560,000 undergraduates matriculated in its seven faculties. In Malaysia, as in a number of Third World nations, there are more students studying outside the country than inside. About 28,000 Malaysian students are accommodated in the country's universities, while 35,000 are seeking degrees abroad. Although scholarship holders constitute only a small fraction (8,700 of 35,000) of the total studying overseas, the Malaysian Government allocated \$400 million for overseas study from a total education budget of \$1.8 thousand million[8]. Thus foreign study is seen as an outlet for a pent-up educational demand that cannot be met by existing educational facilities and as a means of obtaining advanced technological and other skills which are unavailable at home institutions.

It is difficult to predict future student flows. Many factors impinge on the scope of educational exchanges — fiscal, political and curricular. As Third World nations build up their own higher education systems, patterns of overseas study may change. Total numbers may decline, and the flow of undergraduate students will significantly diminish. The mix of students in terms of subject specializations may alter significantly, depending on the needs of Third World nations and on perceptions of the job market. Some have argued that the boom in foreign students may be coming to an end, or at least slowing down due to enhanced capacity for higher education in many Third World nations as well as because of economic factors[9].

Political factors have directly affected not only the numbers of foreign students from a country, but also the direction of the flow. For example, the Islamic Republic of Iran was at one time the world's largest 'exporter' of students. After the downfall of the Shah, the numbers of Iranian students abroad declined, and many of those remaining abroad became refugees. When Ethiopia shifted political allegiances, the numbers of Ethiopian students studying in the United States fell, and new programmes tended to send students to the USSR and other socialist nations of Eastern Europe. Similar trends can be seen more recently in Nicaragua. Shifts in government policy and priorities can affect

TABLE 1. International student flows: major indicators

(a) The 'Top 20' of the world's leading hosts of international students (1980/81) (in order of student numbers)		(b) The 'Top 20' of the world's leading senders of international students (1980/81) (in order of student numbers)	
Host country	Total number of students	Country of origin	Total number of students
United States	325 628	Islamic Republic of Iran	65 521
France	114 181	Malaysia	35 693
USSR ¹	62 942	Greece	31 509
Federal Republic of Germany	61 841	China	30 127
United Kingdom	56 003	Nigeria	26 863
Canada	33 303	Morocco	20 876
Italy	27 784	Hong Kong	20 625
Lebanon	26 343	United States	19 843
Egypt	21 751	Japan	18 056
Australia	17 694	Venezuela	17 755
Switzerland	15 515	Canada	17 714
Saudi Arabia	14 298	Jordan	17 030
Austria	12 885	Federal Republic of Germany	16 983
Belgium	12 875	United Kingdom	15 776
India ¹	11 761	Palestine (refugees)	15 414
Spain	10 997	India	15 238
Holy See	9 104	Lebanon	15 117
Argentina ²	8 649	Turkey	14 606
Greece ²	8 304	Italy	13 848
Philippines	7 901	Syrian Arab Republic	13 701

¹ 1978 ² 1976 ³ 1979

Source: Unesco statistical yearbook 1983.

the student flow. More than a decade ago, the Indian Government made moves to reduce the flow of students abroad by curtailing government scholarship programmes, making it more difficult to obtain a passport for study abroad, and limiting the amount of foreign exchange available for study. Indian authorities also restricted the number of fields which could be studied abroad, arguing that many specialities were available within India.

The trend toward foreign study by students in the Western industrialized nations has declined somewhat in recent years, probably reflecting an increased competition for remunerative jobs and a desire to ensure good employment prospects. Study abroad has been seen by Western students as a luxury. It is also significant that very few Western students go to Third World countries to study. For example, it is estimated that only 5 per cent of the 20,000 American students who study abroad go to the Third World.

The world balance of students in terms of flows and directions is complex and difficult to accurately portray or predict. Several generalizations are possible: the basic flow is from the South to the North and is likely to remain that way; the trend toward a more sophisticated choice of countries, institutions and subject fields by Third World students is evident, and the trend toward a higher proportion of graduate students is likely to continue; political and economic factors can have a very significant effect on numbers and directions of student flows; in the industrialized nations, changing perceptions of the employment market, curricular preferences and other factors can have an impact on the flow and direction of foreign study; and finally, the magnitude of foreign study, despite changes in direction, orientation and conditions, is likely to remain large for the foreseeable future. Whether the growth rates of the past two decades are maintained is open to question, but the patterns now established are likely to continue.

The foreign student infrastructure

Foreign study has become big business for many countries. Governments have hired specialists to help handle large numbers of foreign students. Academic institutions have built up offices to assist in placement and advisory services to foreign students. In some countries, private entrepreneurs have been active in recruiting and placing students in overseas institutions. And in at least one case, a university has been established to serve a foreign student clientele — the University of East Asia in Macao, the small Portuguese colony near Hong Kong. Overseas Chinese business interests have recently approached Australia with the idea of building a university to serve the growing numbers of Southeast Asian students wishing to study in Australia. The development of a 'foreign student infrastructure' is perhaps an inevitable result of the growth in numbers of foreign students, but it also creates a built-in pressure to maintain and even expand overseas study.

The major industrialized nations have built up service organizations relating to foreign students. In the United States, the National Association for Foreign Student Affairs has a membership of more than 5,000 and not only publishes materials relating to overseas students, but also acts as a lobbying group for its members and for international education generally. The Institute of International Education, which has its headquarters in New York, is a placement agency for foreign students and frequently represents overseas governments and other agencies in placing students in academic institutions in the United States. It also provides statistical and other services relating to international education. The United Kingdom Council on Overseas Student Affairs (UKCOSA) serves a similar function. Agencies also exist in Japan, the Federal Republic of Germany and other countries. In the USSR, one of the departments of the Research Institute on Higher Education is responsible for research on foreign students studying in the USSR.

Third World governments have set up agencies to serve, and frequently also to survey, their foreign students studying overseas. For example, Kuwait has a full-time office as part of the Kuwait Embassy in Washington which has responsibility for Kuwaiti students in the United States, most of whom are funded by the Government of Kuwait. Malaysia, Nigeria, Saudi Arabia, Singapore and numerous other countries maintain similar offices. Each of these countries has an impressive infrastructure at home to handle their overseas students. The Government of Malaysia, for example, awards several thousand government scholarships each year and has an agency to monitor student progress. A few countries have become notorious for spying on their overseas students in order to ensure their political loyalty.

Many other organizations also assist international education in a variety of ways. Unesco has for many years collected statistics on educational trends, including study abroad, and it has encouraged a wide range of international activities in education. More recently, the European Community has placed considerable stress on facilitating study in universities in any of the member nations. For example, students wishing to study outside their home country pay their domestic tuition fees when matriculating in any Common Market nation. There are also places guaranteed for European Community students [10]. The Council of Europe and the Council for Mutual Economic Assistance (CMEA) have also sought to promote international study opportunities in their regions. Agencies such as the Council for International Exchange of Scholars (Fulbright Commission) in the United States, the Commonwealth Secretariat in the United Kingdom, the Deutsche Akademisches Austauschdienst (DAAD) in the Federal Republic of Germany and similar agencies in many nations assist foreign study and international exchange.

Along with these organizational structures, a cadre of professionals has emerged which deals with foreign students in many nations. It can be estimated that perhaps 15,000 people worldwide have careers depending on foreign students and international study. Some serve as administrators of foreign study programmes, some as advisors to foreign students, others as government officials supervising funding agencies for overseas study, and a few as policy makers. In a few countries, most notably the United States, it is possible to obtain an academic credential in student personnel work and in a few universities to focus specifically on foreign student affairs [11]. Those responsible for admission of foreign students have been assisted by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), which has published guidelines for degree equivalences. Unesco has also been concerned with the transferability of academic credentials from one nation to another [12].

The development of a nexus of organizations concerned with foreign study and international education and the emergence of a professional cadre of people whose careers are dependent on foreign study is a reflection of the growth of the field in recent years. This cadre also constitutes a kind of pressure group for continued growth, and official and academic attention is focused on the benefits of international educational exchanges of all kinds. In short, foreign study has in a sense become 'institutionalized' and this provides benefits in terms of efficient administration and more thoughtful programmes. At the same time, a self-interested professional cadre has emerged which has its own concerns and orientations. The infrastructure of organizations, individuals, publications and networks proves that foreign study and international education have become an area of worldwide interest.

Curricular factors and foreign study

The curriculum is often considered the 'black box' of higher education. This is also true for the relationship between the curriculum and foreign students. Many curricular issues are important in

this relationship: the impact and relevance of a 'Western' academic curriculum on Third World foreign students; the transferability of knowledge; the impact on Western institutions of large numbers of foreign students and others. It is generally the case that few curricular alterations have been made to accommodate foreign students in Western academic institutions, and relatively little thought has been given to the impact of foreign students on Western academic institutions[13]. This section is intended to point to some of the important elements in thinking about this relationship, since the curriculum is at the heart of any academic experience or programme.

There is no doubt that what foreign students learn in academic institutions in industrialized nations has an impact on them, on academic institutions in the Third World, and perhaps on broader economic and social developments, as what is learned in universities is gradually translated into policy in the Third World. It is also the case that very little effort has been made in the industrialized nations to tailor the educational experiences of foreign students to the perceived needs of their countries. In virtually all institutions catering to foreign students, they learn side by side with their local peers, with no adaptation being made of courses, textbooks or content to Third World situations.

When asked, foreign students sometimes question the relevance of the content of what they learn in Western academic institutions, but in general they express satisfaction with their academic experiences[14]. Yet there is evidence that the curriculum is not directly relevant to Third World needs. Orientations toward research and methodology naturally reflect the concerns of scholars and research agencies in the industrialized nations. Equipment is often highly sophisticated and expensive. The examples used in experiments, textbooks and seminars reflect the realities of the industrialized nations. It is certainly the case that 'science' is universal and that basic laws govern reality in all parts of the world. Yet in many fields, particularly those which apply knowledge to the problems of the 'real world', the issues of concern to the Third World are frequently not those which relate to industrialized societies. Social problems, agricultural techniques, educational innovations and practices, and many other factors differ from society to society. Furthermore, research strategies and methodologies common to the West may not be relevant in the Third World, or may not be practical given the funds and equipment available[15]. It is not only the details of research and curriculum imbued in the Western academic experience which are frequently transferred to the Third World, but also an orientation to higher education and the role of the university[16]. It is possible that if more careful attention were paid to the educational needs of Third World students, they might make the transition back to their home countries easier, and the knowledge acquired and the curriculum followed might be more appropriate to the situation in Third World countries.

The issues are complex. Few would argue, for example, that foreign students should be segregated and taught a 'second class' curriculum in academic institutions in industrialized nations. Since foreign students in any case constitute a small minority in most departments and disciplines, this would not only be impossible but also inadvisable. In a few countries, most notably the USSR and Czechoslovakia, special institutions have been set up primarily for foreign students, but even in these institutions the curriculum is virtually the same as that of the 'mainstream' universities in these countries[17]. Furthermore, since Third World students come from many countries with widely varying situations, a common approach to Third World issues would not appear to be relevant.

The impact of foreign students on institutions of higher education in the industrialized nations is growing, particularly in selected fields, institutions and disciplines. It is important to note that foreign students are not randomly distributed throughout the academic systems of the industrialized nations, but tend to cluster in particular institutions and fields of study. In most Western nations, there are generally greater concentrations of foreign students at the larger and more central institutions, with

particular institutions claiming a disproportionate share. For example, the London School of Economics in the United Kingdom, the University of New South Wales in Australia, the University of Southern California and a number of other institutions in the United States all have a higher percentage of foreign students. These students tend to concentrate at the graduate level, and choose fields such as engineering, computer science, management studies and several others. The situation has become particularly serious in the United States, where about half of the graduate students in engineering and statistics are foreign. The influence of these students on institutional culture and on other aspects of higher education in the United States is significant. A current issue in the United States, for example, is the problem of foreigners employed as teaching assistants for undergraduate education. There have been complaints from students concerning the competence in English of some foreign teaching assistants[18]. In cases where a majority of the students are from other countries, should the professors request that the curriculum be made more relevant to an international student body? In general, no moves have been made in this direction, but the issues are currently under discussion in a number of countries.

There is no question but that the curriculum in universities throughout the world is largely a Western curriculum. This is not surprising since the universal academic model is Western and the industrialized nations have for many years dominated research and scientific development. The use of English (and to some extent French) as the dominant international scientific language adds to this situation of inequality. Whether it is possible for alterations to be made in curricular orientations to meet the needs of students from the Third World is questionable in the broader sense[19]. It would be practical to institute seminars for foreign students, summer workshops or other intellectual experiences which would make their academic experiences link more closely with the problems of their own countries and, perhaps, make the process of re-entry easier when they do return home — and possibly even reduce the problem of non-return.

The economics of foreign study

Without question, the economics of foreign study is the most controversial and one of the most complex aspects of the entire foreign student debate. There are increasing concerns by both 'host' and 'sending' nations concerning the costs and benefits of foreign study. Furthermore, the data is itself contradictory. Many analysts have argued that foreign students are in fact a benefit to the host nations, even if their direct educational costs are subsidized, because they bring money into the local economy[20]. Others, particularly legislators and those concerned with the direct cost of providing higher education, argue that foreign students are a fiscal burden and that their numbers should be cut in order to save valuable funds. It is not surprising that policy makers in the 'sending' nations are also concerned about the economics of foreign study. The cost of sending students overseas for advanced study is high — whether the expense is borne by individuals or their families (as is the case for a majority of foreign students) or by governmental agencies responsible for universities[21]. For several countries which send as many students outside the nation for study as are studying in local universities, the cost of foreign study programmes can approach the funding for indigenous institutions. Several of the Persian Gulf countries, Malaysia and a few others fall into this category.

In this context it is possible to provide only a general overview of the economic issues related to foreign study, largely from an institutional and societal perspective rather than from the individual point of view. It is nevertheless useful to summarize some of the costs and benefits from both the 'sending' and 'host' country sides[22].

Host country perspectives. There are many more factors entering into the foreign student equation than just economic, thus making a simple economic analysis necessarily incomplete. Factors such as priorities set by individual academic institutions and by governments, historical precedents, foreign policy goals and the like are all part of the nexus of decision making that goes into foreign student policy. Nevertheless, it is possible to look at some of the specific economic factors affecting the host nations. However, as Blaug points out, both the costs and benefits of foreign study are very difficult to calculate[23]. For host countries, variations between the marginal and the average costs must be determined. For example, cutbacks on enrolments do not necessarily involve savings for academic institutions, since many costs, including those for academic staff, are fixed. The calculation of costs and savings is further bedevilled by the problem of determining teaching and research costs. Costs for advice and services to foreign students are also difficult to determine, but for many institutions these costs do exist.

The benefits of foreign students for 'host' institutions are easier to describe, but nonetheless difficult to quantify. Foreign graduate students frequently provide research, and sometimes teaching assistance, at relatively low cost and are particularly valuable in fields like engineering and computer science, where local students are in short supply. Foreign students bring foreign exchange into a host country, and therefore help the local economy by using its services. It has been estimated that in New York State alone, foreign students generated \$145 million in foreign exchange earnings in the form of living and other expenses in 1981/82[24]. A further benefit is, of course, the cross-cultural understanding and enlightenment gained both by the students and by people with whom they come into contact in the host country[25]. The economic benefits of these factors are difficult and perhaps impossible to measure, but in at least one state of the United States — Oregon — foreign students earn assistance by providing help to local schools and advising the local import/export business community.

Sending country perspectives. Just as the economic recession of the 1970s impelled host nations to subject previously unquestioned expenditures to cost-benefit calculations, the sending countries (most of which are in the Third World and thus in even more serious economic circumstances than the host nations) have begun to undertake cost-benefit analysis of their foreign student programmes. There are virtually no careful economic studies from the sending country perspective[26]. As pointed out earlier, the funds expended are substantial — some \$400 million annually for Malaysia alone. Discussions of whether these funds could be better spent at home by developing indigenous institutions have begun. Furthermore, questions have been raised relating to the 'negative' implications of foreign study, such as strong Western cultural influences on Third World students — or, as in the Malaysian case, similarly strong fundamentalist Islamic reactions against Westernization. Thus, discussions go beyond the economic costs and benefits, but it is important to consider economic factors in as 'pure' a form as possible.

Sending countries have begun to consider the marginal economic costs of foreign study — the increased cost of sending a student overseas as compared to educating the student at home — assuming that relevant educational facilities are available at home. But the marginal cost calculation must include the cost of developing appropriate facilities at home if they do not exist (in the case of medical or engineering faculties, such costs are very high), or of increasing the capacities of existing academic institutions. Further complications arise: for example, is the cost of adding a new faculty justified in terms of long-term demand, or would it be more efficient to send students abroad in a field for which there is limited demand at home? The cost of non-returning students must be taken into account, since even where such students have been self-funded for their university study, their

primary and secondary education at home has been, in general, publicly funded. Non-return rates vary considerably, but for some countries are quite high. It is estimated for example, that 86 per cent of Taiwan students who went abroad for advanced study between 1950 and 1983 did not return[27]. Non-return rates for the Republic of Korea, Hong Kong and several other countries are quite high, but most foreign students do return home. The drain on scarce foreign exchange earnings is an important cost of overseas study. It is also necessary to measure the cost of educating university-level students abroad at very high per-student expenditures versus at-home resource allocation to other levels of the education system[28].

There are also benefits to be achieved from foreign study in the viewpoint of the sending countries. The benefits of new skills and knowledge gained as a result of foreign study is one of the key calculations. In many cases, the home country does not have the necessary facilities to train students at home, and foreign study therefore has an obvious advantage. In a minority of cases, overseas study is funded not by the home country but by the host country or by a foreign assistance agency. In such cases, the only cost is that relating to the appropriateness of the training received. Opportunities for foreign study may also release political or educational pressures on the home country which might result in unrest or instability.

The economic costs and benefits of foreign study are very difficult to measure. This is true not only because the variables are numerous and complex, but because there has been very little research on the subject. Furthermore, economic factors tend to be combined with social, educational, political and other elements which make a 'pure' analysis difficult, if not impossible. Nevertheless, it is important to obtain as clear an understanding as possible of the economic costs and benefits of foreign study in its many forms, from all relevant viewpoints and for all those it concerns. Expenditures are very considerable, and there must in the end be some kind of accountability for the costs incurred.

The politics and policy making of foreign study

Decisions concerning foreign study are undertaken for many reasons. It is important to understand some of the factors that go into decision making on the part of governments, academic institutions and individuals. Although it has been argued that for many countries there are few basic policy decisions made concerning foreign study, and that the situation is left to a variety of *ad hoc* decisions at various levels, it is nonetheless important to understand the nexus of decisions and the means by which they are made[29]. Thus, we are concerned here with the various decisions and levels of policy that relate to foreign study.

At the top levels of governmental education policy, foreign study is a matter of major concern in Third World nations with educational needs that cannot be met at home or which face pressure for openings in the universities that cannot be met at home. Approaches vary considerably, and the same country may alter basic policies from time to time. For example, China first sent large numbers of students to the USSR, then relied only on its own educational resources, and has now recently begun sending students overseas again in large numbers, especially to Japan and the United States as well as to other Western nations. Political, economic and educational factors have all contributed to China's overseas student policy. For a time, China was attempting to modernize simply by copying Soviet models, but the country then turned inward in an effort to seek a new and revolutionary approach to industrialization. Later, after the Cultural Revolution was discredited, China embarked on a major effort to modernize, frequently using technology and models from abroad, and there is now a need for appropriately trained manpower. The Chinese example is one where overseas study policy has been

dictated by top governmental policy and where the scope for individual or institutional decision making regarding overseas study has been, until very recently, impossible[30].

Another large Third World nation — India — has also seen several policy shifts with regard to foreign students. After independence in 1947, India sent large numbers of students abroad with government scholarships and permitted many to study abroad with their own resources. Students were sent abroad to study fields in which the university system was weak, but self-sponsored students could study virtually any subject. However, this open policy not only proved expensive, but it also resulted in a large number of non-returning students. Indian authorities therefore adopted a more restrictive policy, selecting very carefully fields that were acceptable for study overseas, and placing limitations on the number of students who would study abroad with their own resources by limiting the foreign exchange that could be taken out of the country. As India's own educational capacity grew, it was felt that overseas study was not necessary since in many fields students could obtain training within the country. In the very recent period, restrictions have remained on government scholarships for overseas study and also on foreign exchange, but Indian students who have been able to obtain scholarships from abroad can matriculate — and many of the most able graduates of Indian colleges (and particularly of the prestigious institutes of technology) go abroad for graduate study and often do not return.

A frequently cited historical example of the successful use of overseas study to achieve modernization is Japan, which had an active policy of sending students abroad in the late nineteenth and early twentieth centuries to learn specific skills and to return home to implement innovations. This policy was extremely successful in terms of contributing to Japan's modernization, although there were complaints about foreign influences at the time[31]. In the post-Second World War period, large numbers of Japanese students have gone abroad but usually for advanced non-degree training, since degrees from foreign universities are not fully accepted in Japan. Government scholarships exist, particularly in fields where the nation is concerned with international competition, such as computer technology and related areas. Many Japanese students go abroad with their own resources to study a wide range of fields. In recent years, Japan has also been concerned with increasing the number of foreign students and scholars from other countries studying in Japan. As Japan has become a major commercial and scientific power in its own right, it has become concerned with its 'image' overseas and with providing assistance to developing nations in its area of direct concern, such as Southeast Asia. Japan is now spending significant amounts of money on internationalizing its own higher education system and hopes to more than double the number of foreign students in Japan in the coming decade[32]. Japan's concerns have been with maintaining its own knowledge-base in fields that are considered important, using higher education as a means of providing assistance to other countries, increasing its own influence overseas through the use of foreign study and building up a network of Japanese-trained graduates in Southeast Asia.

The Malaysian case has been mentioned earlier, since it has been very active in sending students abroad to study. Malaysian policy is interesting in that it reflects many of the variations and contradictions of Third World overseas student policy. Malaysia has expanded its education system rapidly in the past twenty years and has also enjoyed a high rate of economic growth. In common with many Third World nations, it has expanded its university system and many now argue that a disproportionate amount of the budget is expended on higher education[33]. Yet the demand for higher education outstrips the availability of openings. Malaysia has an elaborate foreign scholarship programme which had 12,800 students abroad in 1983. But a total of more than 35,000 Malaysians are studying abroad, a majority of them being privately sponsored. The government provides scholarships mainly for Malay students, and students from the large Chinese minority must generally

make their own provisions. Traditionally, Malaysia sent students to the United Kingdom, but when the British Government increased overseas student fees significantly, the Malaysian Government turned to the United States and Australia as the main destinations for their students: now there are 14,000 Malaysians in the United States and only 4,000 remaining in the United Kingdom. Government policy has meant that large numbers of Malay students, frequently from rural schools, are sent overseas for education. Adjustment and academic problems are common, and officials are now rethinking overseas scholarship policy. There is a move to provide some post-secondary education at home prior to sending students overseas in an effort to minimize these adjustment difficulties.

The Malaysian situation is complex because large numbers of students are studying abroad under various scholarship programmes as well as through private sponsorship. Most Malaysian students return home since job prospects are good. Those on government scholarships are obliged to return. The Malaysian case is significant because of its size and complexity, and because it is an example of a country which has placed great stress on foreign study to provide training and to alleviate pressure on the local post-secondary institutions.

Governmental policies of the host nations can also be of considerable importance. The most dramatic and controversial example was a 1980 decision made by the United Kingdom to adopt a 'full-fee' policy for overseas students, a policy which immediately raised tuition fees to as much as \$13,000 per year, and which resulted in the cutting of the numbers of overseas students in the United Kingdom. The Conservative government, faced with economic difficulties, raised foreign student fees as an economic measure. But the ensuing debate on this policy included consideration of a much wider array of issues which included: the value of an international element in British higher education; the research output of overseas students; access of British scholars to overseas institutions; the economic impact on the balance of payments; political factors, including the maintenance of goodwill towards the United Kingdom and providing training in democratic values; and, finally, British responsibilities to the Commonwealth[34].

British policy had wide repercussions on the attitudes of Third World nations regarding British education. Malaysia, in a most dramatic gesture, not only ordered its scholarship students to avoid the United Kingdom, but also curtailed British imports. British policy, which was strongly opposed by the universities, affected enrolments in some fields at a time when demographic pressures on enrolments were being felt. The policy has been somewhat modified but basically remains in force, despite considerable criticism. Other European nations have been examining foreign student policies and a few have started to limit enrolments in some fields. The Federal Republic of Germany, for example, has placed a restriction on the numbers of Third World students who can study in some prestigious specialities[35]. Curiously, France, which has the highest proportion of foreign students in its universities (over 10 per cent), has not questioned its own quite liberal foreign student policy. In Europe there is a difference in policy for Third World students, where restrictions have increased, and for students from Western Europe, who are protected by European Community agreements making it very easy to cross borders to study. In response to economic pressures on higher education, Canada and Australia have also questioned their traditional fairly open policy concerning overseas students[36].

The policy of the United States, because of the decentralized nature of its education system, has included many, frequently contradictory, elements[37]. The federal government sponsors foreign students through a variety of programmes. The Agency for International Development (USAID) has brought thousands of graduate students to study for advanced degrees in many fields. The Fullbright Program provides scholarships for students, professors and others, usually for non-degree study. Private foundations, especially Ford and Rockefeller, have sponsored many students from the Third

World. Despite recent financial cutbacks, there is strong national support for international education and foreign study. The individual states, which control basic higher education policy in the public sector, have by and large not developed coherent policies regarding foreign students, and frequently treat students from overseas in the same way as they treat students from other states within the United States. A few have begun to question the subsidies that are provided to foreign students through low tuition fees in public institutions. There has also been some questioning of the utility of very high foreign student enrolments in some graduate fields, such as engineering. Some less selective private universities, faced with enrolment problems, have aggressively recruited foreign students, their main concerns having been to fill empty classrooms.

At the same time that USAID and other agencies have expressed concern at the numbers of foreign students remaining in the United States after finishing their studies, federal government immigration policy permitted those with relevant skills to remain. There have recently been proposals to ensure that individuals who enter the United States to study must return home after their degrees have been completed. However, no action has as yet been taken since this debate is linked to a broader revision of immigration policy of the United States which has been delayed in Congress for more than a year.

Organizations like the National Association for Foreign Student Affairs (NAFSA) and the Institute of International Education (IIE) have attempted to represent the international education community in the United States, and to press governmental agencies at all levels and the universities themselves to take a more thoughtful and rational approach to foreign student policy. Efforts have been made, for example, to press universities to consider the curricular implications of foreign students and to point out to government authorities that a comprehensive approach to foreign students would be advisable. At present, however, a variety of interests, orientations, and institutional factors all contribute to a range of policies at the institutional, state and federal levels regarding foreign study. While Goodwin and Nachi's characterization of this situation as an 'absence of decision' may be oversimplified, it is certainly the case that there are many kinds of decisions which contribute to a variety of approaches to foreign study in the United States[38].

These examples indicate the complexity of political and other factors that contribute to shaping the foreign student policy of most countries. Perceptions of economic advantage have played a key role in the United Kingdom in recent years. Political and ideological factors are crucial in Soviet decision making regarding foreign study in the USSR. At the federal level, the United States wishes to dovetail foreign student policy (and overseas aid in general) to the needs of its foreign policy[39]. In countries like Ethiopia and Nicaragua, political factors have meant a change in foreign student policy — students who were once sent to the West to study now generally go to the socialist countries. In China, it is possible to observe a variety of approaches to foreign study that have been determined by broader political factors and approaches to development. In many Third World nations, pressures from the articulate middle classes tend to boost the numbers of students sent abroad in order to satisfy pent-up demand for post-secondary education, even if the economy does not need the manpower being trained overseas. Finally, in recent years there has been a rethinking of the early emphasis in many Third World nations on higher education as the main engine of development, and this tendency may reduce the availability of scholarships for overseas study. The major aid agencies, as well as the World Bank, have also tended to de-emphasize higher education[40]. The factors influencing foreign student policy are complex and varied. It is clear that political, ideological, economic and sometimes educational factors cannot be separated. The interests of governments, of individual students and their families, and of academic institutions, are all implied in the equation. Political orientations and policies also change rapidly. This complexity therefore makes the shaping of foreign student policy difficult.

21
22

TABLE 2. Key variables affecting the personal decision to study abroad by Third World students

Key variables pertaining to home country (push factors)	Key variables pertaining to host country (pull factors)
1. Availability of scholarships for study abroad.	1. Availability of scholarships to international students.
2. Poor quality educational facilities.	2. Good quality education.
3. Lack of research facilities.	3. Availability of advanced research facilities.
4. Lack of appropriate educational facilities.	4. Availability of appropriate educational facilities with likely offer of admission.
5. Failure to gain admission to local institution(s).	5. Presence of relatives willing to provide financial assistance.
6. Enhanced value (in the market place) of a foreign degree.	6. Congenial political situation in the home country.
7. Discrimination against minorities.	7. Congenial socio-economic and political environment to migrate to.
8. Politically uncongenial situation.	8. Opportunity for general international life experience.

Foreign study and dependency

Foreign study takes place in a context of global economic, technological and political inequality. The context of inequality is particularly dramatic precisely where the largest flow of students occurs — between the Third World nations and the industrialized nations. Analysis of the inequalities between nations and the impact on foreign study and international education has been rare. While it is clear that foreign study occurs in a situation of global inequality, most discussions are couched in terms of exchanges, mutual understanding, co-operation and development. It is important, nonetheless, to understand the total context[41]. It is not the purpose of this discussion to claim that all foreign study is necessarily detrimental to the Third World, but rather to point out the paradoxical character of foreign study from the perspective of the Third World — the principal generator of international student flows. International study for Third World nations must represent a mixed blessing[42].

The following aspects of the foreign study equation relate to global inequalities, and may, in some contexts, contribute to a continuation of inequality.

- Foreign students become used to working in an international language — usually English or French — and often find it difficult to use an indigenous language for scientific work at home. Language issues are a very important part of the international student experience, but in this context it is not so much the problem of adequate knowledge of the language of instruction at the beginning of the sojourn, but rather the ties to the foreign language and its culture that are forged during study[43].
- Foreign students become part of an international knowledge network of journals, books, associations and informal relationships. This, of course, is an advantage in terms of keeping abreast of modern science, but it may have negative implications for the local scientific community and for engaging in locally relevant research when the student returns home.
- Foreign students may imbibe the culture of the host country as well as its technological

knowledge, and this may endanger unrealistic attitudes, orientations towards consumer goods, or working styles which make readjustment to their home countries difficult[44]. Returned foreign scholars may become consumers of Western goods, in terms of both consumer products and intellectual orientations.

- Foreign study frequently orients the student toward the methodological norms, ideological approaches and, in general, the scientific culture of the host nation. Such orientations may be positive in some respects, but may also create a dependence of the local academic and research systems on foreign models and even laboratory equipment.
- In many nations foreign study adds a certain prestige to the individual who has been abroad. This prestige frequently leads to better job opportunities and access to power. From the viewpoint of an equitable distribution in society, this may not be a positive element.
- The location of foreign study may make a difference not only in the outlook and attitudes of an individual, but also for professional opportunities. Study in France, for example, frequently orients a foreign graduate toward the French academic network of journals, books, scientific associations and the like. Study in the USSR will very likely give a graduate an orientation to a scientific field which reflects the Soviet approach to that field. Such orientations may have career implications as well as long-term effects on attitudes to a field and to research.
- Links between industrialized and Third World nations are key determinants of the nature of international student flows and of continuing intellectual and academic relationships among nations. Most important, of course, are the continuing links between France, the United Kingdom and their former colonial possessions. Traditionally, students from the colonies tended to go to the metropole. Linguistic factors, perceptions of educational quality and prestige, links between examination systems, the 'old boy' network and official policies of governments all contribute to this situation.

In general, foreign study tends to tie Third World nations more closely to the metropolitan centres to which they send their students. This is perhaps an inevitable result of the superior scientific and academic systems of the industrialized nations. In most cases, it is likely that the skills and knowledge obtained through foreign study outweigh the negative implications of this experience. It is also likely that careful planning can provide means of alleviating some of the possibly negative impacts of foreign study[45].

The future of foreign study

There is no question about foreign study being a permanent phenomenon of higher education. Universities are, after all, international resources which have traditionally looked all over the world for inspiration and development. Academic models in the United States and in most other parts of the world, are an amalgam of institutions and practices from other countries. Research and the curriculum know no international boundaries. And there is increasing recognition that an international orientation in higher education is a positive element.

Foreign study has also become 'big business' in many countries as well as an issue of considerable debate and controversy. It is very difficult to predict precise trends and flows, but several factors will help to determine patterns and policies of foreign study.

- As indigenous academic systems are built up in Third World nations, there will be less need for overseas study. Governments will cease to sponsor students for foreign study if places are available at home.
- Fiscal problems, currently endemic in a number of Third World nations, have a negative

impact on the number of foreign students from that country. Countries with massive foreign debts (e.g. Brazil) or with overextended development plans (e.g. Nigeria) have already cut back on the numbers of their students studying abroad. Mexico and Venezuela, which had large and well-funded overseas scholarship programmes, have severely curtailed these efforts.

- As incomes rise in the Third World, there will be a tendency for families to sponsor foreign study privately. This is particularly true for minority groups or ethnic populations who feel themselves under actual or potential threat. An example here is the Chinese population in Southeast Asia which sends its children overseas for study thus contributing to the 'brain drain' since many of these young people do not return.
- Third World countries with a problem of foreign exchange may curtail foreign study opportunities, including even those funded privately. This has already occurred in India, where foreign exchange is difficult to obtain, and there are a series of restrictions placed on fields of study, approved institutions and the like.
- The balance between undergraduate and graduate students will continue to shift toward a preponderance of graduate students in foreign student population.
- As some Third World nations shift emphasis from higher education to primary and secondary education in development plans, there will be less money available for overseas scholarship schemes, but at the same time there will be increased pressure on local universities for admission, and perhaps a larger volume of privately funded foreign students.

None of these factors presage a massive increase in the numbers of foreign students and, on balance, there might be a levelling off or even a decrease in demand over time. There are fewer countries which are likely to reach a level of development and incomes that will stimulate a large increase in the numbers of foreign students. Examples in the recent past include the Islamic Republic of Iran (prior to the downfall of the Shah), Malaysia, and Nigeria during its 'oil boom'. In general, there are more countries which have run into economic difficulties than have emerged into a degree of affluence. The Republic of Korea, Taiwan and Hong Kong are already large 'exporters' of foreign students and are unlikely to increase their flows significantly.

Trends in the industrialized nations are also difficult to discern. The 'full fee' policy of the United Kingdom caught most analysts by surprise, although the previous Labour government had raised questions concerning foreign student policy and subsidies. There is a trend in Western Europe toward instituting restrictions on foreign students from Third World nations, while barriers to students from within Western European nations have been eliminated, although relatively few students have thus far taken advantage of opportunities for foreign study in Europe. In the United States and Canada, there is increasing discussion of the fiscal aspects of foreign students, but at the same time a strong commitment to international education. In Canada, some restrictions have already been effected, but in the United States there have so far been no direct moves at the federal level to restrict foreign students. In the socialist countries, policy seems to remain basically unchanged. In these countries, all foreign students are officially sponsored, and there is no scope for privately financed overseas students.

Those concerned with foreign study — policy makers in both the Third World and in industrialized nations, professionals who have responsibility for working with foreign students, academic administrators who determine institutional policy, and the students and their families — all seem to deal with the various facets of foreign study with a growing sophistication. Cost-benefit analysis, accountability and the relevance of foreign study for the job market are likely to be the hallmarks of decision making in the coming period. Foreign policy issues and the traditional links with former colonial powers may have less sway in the immediate future.

But foreign study remains an important issue. Hundreds of thousands of students will make their way across international frontiers for study. Expenditures — by governments, foundations, families and institutions — will continue in terms of millions of dollars annually. And there will be pressure on all concerned to develop innovative ways of dealing with an issue that has become both a challenge and a benefit in contemporary higher education.

NOTES AND REFERENCES

1. See, for example, Committee of Review of Private Overseas Student Policy, *Mutual advantage*, Canberra, Australian Government Publishing Service, 1984. For a broader overview of issues related to foreign student policy, see Committee on Foreign Students and Institutional Policy, *Foreign students and institutional policy: toward an agenda for action*, Washington, DC, American Council on Education, 1982.
2. For a more detailed consideration, see Altbach, P.G.; Lulat, Y.G.M. International students in comparative perspective: toward a political economy of international study. In: Altbach, P.G.; Kelly, D.; Lulat, Y.G.M. *Foreign students and international study*, New York, Praeger, 1985. See also Barber, Elinor G.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge: foreign students in comparative perspective*, Chicago, IL, University of Chicago Press, 1984.
3. For an American perspective on policy making regarding foreign students, see Goodwin, C.D.; Nacht, M. *Absence of decision: foreign students in American colleges and universities*, New York, Institute of International Education, 1983.
4. For statistical trends, see Institute of International Education. *Open doors: 1983/84: report on international educational exchange*, New York, Institute of International Education, 1984.
5. Lee, K.H.; Tan, J.P. The international flow of third level lesser developed country students to developed countries: determinants and implications. *Higher education* (Amsterdam), vol. 13, no. 6, December 1984, p. 687-708.
6. Jarousse, J.P.; Smith, A.; Woesler, C. *Les étudiants étrangers: comparaison internationale des flux et des politiques, 1960-1980*, Paris, Institut européen d'éducation et de politique sociale, 1982.
7. For a discussion of the debates in the United Kingdom, see Williams, P., ed. *The overseas student question: studies for a policy*, London, Heinemann, 1981.
8. Exodus west. *Asiaweek* (Hong Kong), vol. 11, no. 9, 1 March 1985, p. 21-30.
9. Cummings, W.K. Going overseas for higher education: the Asian experience. In: Barber, E.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge*. *Op. cit.*, p. 130-146.
10. Smith, A. Foreign study in Western Europe: policy trends and issues. In: Barber, E.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge*. *Op. cit.*, p. 115-129.
11. The National Association for Foreign Student Affairs has sought to provide guidance for the development of foreign student personnel professionals.
12. Guiton, J. *From equivalence of degrees to evaluation of competence: present procedures and practices, new avenues*, Paris, Unesco, 1977.
13. Taylor, M.L. *Curriculum: U.S. capacities, developing countries' needs*, New York, Institute of International Education, 1979.
14. Lansdale, D. Institutional culture and third world student needs at American universities. In: Barber, E.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge*. *Op. cit.*, p. 196-206.
15. For an illuminating survey of the status and problems of research on education in the Third World, see Schaeffer, S.; Nkinyangi, J.A., eds. *Educational research environments in the developing world*, Ottawa, International Development Research Centre, 1983.
16. Hawkins, J.N. Educational exchanges and the transformation of higher education in the People's Republic of China. In: Barber, E.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge*. *Op. cit.*, p. 19-31. See also Altbach, P.G. *Higher education in the third world: themes and variations*, Singapore, Maruzen, 1982.
17. Stanis, V.F. *University of friendship*, Moscow, Progress Publishers, 1980. See also Raymond, E.A. *Foreign students: the Soviet education weapon*, Stanford, CA, Hoover Institution Press, 1973.
18. Bailey, K.M.; Pialorsi, F.; Zukowski-Faust, J., eds. *Foreign teaching assistants in U.S. universities*, Washington, DC, National Association for Foreign Student Affairs, 1984.
19. For a volume that deals with many of these issues, see Jenkins, H.M., ed. *Educating students from other nations*, San Francisco, CA, Jossey-Bass, 1983.

325

20. Blaug, M. The economic costs and benefits of overseas students. In: Williams, P., ed. *The overseas student question*. Op. cit., p. 47-90.
21. The research concerning the economics of foreign study for the 'sending' nations is, unfortunately, much more limited than for the economic impact on the 'host' nations.
22. Jenkins, H.M. Economics: analyzing costs and benefits. In: *Educating students from other nations*. San Francisco, CA, Jossey-Bass, 1983, p. 237-249. See also Fry, G. The economic and political impact of study abroad. In: Barber, E.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge*. Op. cit., p. 55-72.
23. Blaug, M. Op. cit.
24. Institute of International Education. *Open doors, 1981-1982*. New York, Institute of International Education, 1983.
25. Sims, A.; Stelcner, M. *The costs and benefits of foreign students in Canada*. Ottawa, Canadian Bureau of International Education, 1981.
26. A partial exception is Mallyamkono, T.L., et al. *Training and productivity: a report of the Eastern African Universities Research Project on the impact of overseas training and development*. London, Heinemann, 1982.
27. Exodus west. Op. cit., p. 21.
28. Coombs, among others, argues that in general Third World nations should reallocate educational expenditures and put more stress on primary education than on higher education. See Coombs, P.H. *The world crisis in education*. New York, Oxford University Press, 1985.
29. Goodwin, C.D.; Nacht, M. Op. cit.
30. For an overview of current developments, see Hawkins, J.N. *Education and social change in the People's Republic of China*. New York, Praeger, 1983.
31. Burks, A.W., ed. *The modernizers: overseas students, foreign employees and Meiji Japan*. Boulder, CO, Westview, 1985.
32. Kitamura, K. *Dalgaku kyoku no kokusaika* [The internationalization of university education in Japan]. Tamagawa, Japan, Tamagawa University Press, 1984.
33. Ahmat, Sharom. The relevance of the American higher education model for Malaysia. In: Altbach, P.G., ed. *An ASEAN-American dialogue*. Singapore, Regional Institute for Higher Education and Development, 1985, p. 111-121.
34. Williams, P. The emergence of the problem: editorial introduction. In: *The overseas student question: studies for a policy*. London, Heinemann, 1981, p. 1-21.
35. Smith, A. Foreign study in Western Europe: trends and issues. In: Barber, E.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge*. Op. cit., p. 115-129.
36. Fraser, S. Overseas students in Australia: government policies and institutional programs. In: Barber, E.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge*. Op. cit., p. 94-114.
37. Committee on Foreign Students and Institutions. *Foreign students and institutional policy: toward an agency for action*. Washington, DC, American Council on Education, 1982.
38. Goodwin, C.D.; Nacht, M. Op. cit.
39. The classic statement of these goals is Coombs, P.H. *The fourth dimension of foreign policy: education and cultural affairs*. New York, Harper & Row, 1964.
40. See Coombs, P.H. *The world crisis in education*. New York, Oxford University Press, 1985.
41. Weiler, H.N. The political dilemmas of foreign study. In: Barber, E.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge*. Op. cit., p. 184-195. See also Fuenzalida, E. U.S. education for the third world: how relevant? *World higher education communiqué* (New York, Institute of International Education), vol. 4, 1981, p. 15-19.
42. Altbach, P.G. The university as center and periphery. *Teachers college record* (New York, Teachers College, Columbia University), vol. 82, no. 4, Summer 1981, p. 601-621.
43. Mazrui, A.A. *The political sociology of the English language: an African perspective*. The Hague, Mouton, 1975.
44. Bochner, S. Cultural diversity: implications for modernization and international education. In: Kumar, K., ed. *Bonds without bondage*. Honolulu, Hawaii, University Press of Hawaii, 1979, p. 231-256.
45. Gopinathan, S. *Intellectual dependency and the indigenization response: case studies of three disciplines in two third world universities*. Buffalo, NY, State University of New York at Buffalo, 1984. [Thesis]

ANNOTATED BIBLIOGRAPHY ON THE FOREIGN STUDENT DILEMMA

Bibliographical studies

1. Altbach, P.G.; Kelly, D.H. *Education for international development: international development and the foreign student. A select bibliography*. Washington, DC, National Association for Foreign Student Affairs, 1984. 18 p.

2. Altbach, P.G.; Kelly, D.H.; Lulat, Y.G.M. *Research on foreign students and international study: an overview and bibliography*. New York, Praeger, 1985. 403 p.

The most comprehensive bibliographical overview concerning foreign students and international study now available, this volume also includes an essay on 'Toward a political economy of international study'. The partly annotated bibliography includes 2,811 items.

3. Danckwört, D. *Auslandsstudium als Gegenstand der Forschung: eine Literaturübersicht* [Study abroad as a subject of research: a literature review]. Kassel, Federal Republic of Germany, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Gesamthochschule Kassel, 1984.

4. Lulat, Y.G.M. *International students and study-abroad programs: a select bibliography*. *Comparative education review* (Chicago, IL), vol. 28, no. 2, May 1984, p. 300-339.

5. Paget, R. *International educational exchanges: selected bibliography of recent materials*. Washington, DC, United States International Communication Agency, 1980.

6. Spaulding, S.; Flack, M. *The world's students in the United States: a review and evaluation of research on foreign students*. New York, Praeger, 1976. 520 p.

This comprehensive volume provides an analysis and evaluation of research on foreign students in the United States up to 1976. The authors consider research reported in 450 studies (including books, journal articles, conference reports, dissertations, sponsored studies, etc.). These items are abstracted in an annotated bibliography and in a comprehensive essay using five main categories: what happens to foreign students in the United States (Chapter 2); the structure, administration and financing of foreign student programmes (Chapter 3); new approaches to technical co-operation in the preparation to human resources for development

2785

(Chapter 4); the migration of talent (Chapter 5); and foreign and international organization research (Chapter 6). Such topics as attitude studies, academic performance, problems of social adjustment and the like are considered in this research. Research relating to the structure and administration of foreign student programmes, admission procedures, English-language programmes and training, advice and counselling, and related matters are discussed. The phenomenon of talent migration (sometimes called the 'brain drain') is also considered. Spaulding and Flack, in 1976, found that the research done outside of the United States was very limited, with Unesco providing some information. This volume provides the most comprehensive and thorough overview on the subject carried out until 1976, and it remains a key resource for any study of foreign students, in the United States or in other countries.

7. Walton, Barbara J. Research on foreign graduate students. *International educational and cultural exchange* (Washington, DC, United States Advisory Commission on International Educational and Cultural Exchange), vol. 6, no. 3, Winter 1971, p. 17-29.

In 1969, 45 per cent of the 121,362 foreign students in the United States were at the graduate level compared with 35 per cent ten years earlier. At the same time, these students have tended to concentrate at relatively few graduate institutions. Policy planners and administrators have been inclined to favour admission of graduate rather than undergraduate foreign students for many years. This emphasis on graduate level study stems from the belief that studies at this level were more likely to contribute to the economic growth of the foreign student's home country. The article reviews research conducted on foreign students during the 1950s and early 1960s (this having been the period in which there was very little differentiation made between graduate and undergraduate foreign students). Research on the following topics carried out at universities, as well as United States Government sponsored studies, is dealt with: nationality studies; academic performance; foreign students as professionals; learning problems encountered by foreign students; courses that would be most and least useful for foreign students; foreign students in engineering and medical studies; and the 'brain-drain' phenomenon.

General

8. Altbach, P.G.; Lulat, Y.G.M. International students in comparative perspective: toward a political economy of international study. In: Altbach, P.G.; Kelly, D.H.; Lulat, Y.G.M. *Research on foreign students and international study*. New York, Praeger, 1985, p. 1-65.

A detailed essay discussing the literature on foreign students and international study from a range of disciplinary and other perspectives. Among the topics considered are economic cost-benefit analysis of foreign study, issues of advising and counselling foreign students, language proficiency, curriculum and foreign students, the relevance of international study, student flow issues and others. The authors argue that a multi-disciplinary approach is necessary for a thorough understanding of the complex issues relating to foreign study.

9. Barber, Elinor G.; Altbach, P.G.; Myers, R.G., eds. *Bridges to knowledge: foreign students in comparative perspective*. Chicago, IL, University of Chicago Press, 1984. 258 p.

A comprehensive collection of essays focusing mainly on issues of policy related to foreign students in a number of countries. The chapters are, amongst others: discussions of educational

exchanges and their impact on the People's Republic of China by John Hawkins; current development in the United Kingdom by Peter Williams; the experience of study abroad of Asian students by William Cummings; political dilemmas of foreign study by Hans Weiler; evaluations of training programmes in Zaire and Thailand. A comprehensive bibliography on foreign study is included. The volume provides an international perspective on issues related to foreign study and international training.

10. Barnes, L.R. Cross-cultural exchange: how students can frustrate the aims of study abroad programmes. *International review of education/Revue internationale de pédagogie* (The Hague), vol. 28, no. 3, 1982, p. 373-376.

11. Burn, Barbara, ed. *Higher education reform: implications for foreign students*. New York, Institute of International Education, 1978, 172 p.

12. Burn, Barbara. Study abroad and international exchanges. *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 449, May 1980, p. 129-140.

International educational exchange was a field of major concern to the President's Commission on Foreign Language and International Studies because of its contribution to research and scholarship on other countries, to foreign language learning, and to the international education of citizens of the United States. Despite their importance, exchanges involving high school students and teachers remain distressingly limited, and it is suggested that they should be expanded. Although major federal funding of study abroad by undergraduates is not likely, the author suggests that this field should be strongly encouraged since study abroad can have a lifelong impact on students' values and their understanding of other cultures. Furthermore, suggestions are that: more than one-quarter million foreign students in colleges and universities in the United States should be tapped much more as a resource for intercultural learning. Teaching and especially research abroad for faculty is essential to the United States' competence in international studies; federal funding for it through the Fulbright and other programmes has been seriously eroded and should be significantly increased. Scholarly exchanges should in the future be more collaborative, based on reciprocity and on the principle of equality between the United States and foreign higher education institutions.

13. Byrnes, R.F. *Soviet-American academic exchanges, 1958-1975*. Bloomington, IN, Indiana University Press, 1976. 275 p.

This book analyses academic exchanges between the United States and the USSR, as well as with some of the states of Eastern Europe, from 1958 to 1975. As a scholar actively involved in the main element of the exchanges, the author provides a complete, accurate, objective and fair account of the development of academic exchanges during this period. The central themes of this volume include the following: (a) the role dedicated individuals have played in developing the relationships between the two great giants of the world; (b) the relentless interest of the United States in increasing knowledge and an understanding of the USSR and Eastern Europe; (c) the changing nature of relations between the government and universities; (d) the contrast between the two societies and governments which these programmes illustrate; (e) the paradoxes of the academic exchange programmes and the dilemmas they raise for the people of the United States and for both of the governments.

14. Carter, W.D. Study and training abroad in the United Nations. *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 424, March 1976, p. 67-77.

15. Conference on Academic Mobility in Europe, Stockholm, 1982. *Academic mobility in Europe: report of the conference, 6-7 October 1982*. Strasbourg, Division for Higher Education and Research, Council of Europe, 1983. 129 p. (DECS/ESR Mob(82) 3) [Also published in French]

16. Cormack, Margaret. American students in India: ambassadors or cultural polluters? *International studies quarterly* (Beverly Hills, CA), vol. 17, no. 3, December 1973, p. 337-358.

This discussion focuses on the specific question of sending American undergraduate students to India, using the case of the Callison-in-Bangalore programme. It discusses problems that led to Indian Government regulations on foreign academic programmes — regulations that will deny scholars and students freedoms they previously enjoyed. As of 1973, foreign scholars and students have been subject to the same requirements regarding registration, evaluation, and supervision as Indians. The author examines Indian criticisms that led to the restrictions and found: (a) scholars and graduate students engaged in high-level research were more task-oriented than younger students; (b) their independence on research topics and modes was questioned more than their lifestyles; (c) the more experience-oriented students were particularly criticised for their independence as regards residence, travel and general behaviour. After describing the effects of students from the United States on India, the author examines the aims of intercultural programmes. He suggests a clear *intercultural aim*, appropriate *selection and orientation* in relation to this aim, a continuous *intercultural seminar* in the field, and an *integration* of the intercultural experience in the ensuing college curriculum to make education 'higher' in today's terms.

17. Deutsch, S.E. *International education and exchange: a sociological analysis*. Cleveland, OH, The Press of Case Western University, 1970. 207 p.

This book is a sociological analysis of international education and exchange, based largely on data acquired through typical sociological survey research. A full range of constituencies involved in programmes of international education and exchange were included in the surveys. The early research was conducted during the years 1963-65 at several colleges and universities in Cleveland. There is a full discussion of the survey design, sampling, and nature of the research. As a prelude to examining the sociological survey research, this work first discusses the broader context of international education, and then the relationship between education and economic development. The primary objective of this book is to present an integrated sociological study of international education and exchange.

18. Edgerton, W.B. Who participates in educational exchanges? *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 424, March 1976, p. 6-15.

Edgerton makes the point that in the future educational exchange may be conditioned and affected by the following factors which are important considerations: the wealth of resource-rich nations; world-wide recession and inflation; diminished dominance of the United States in international affairs; political factors in the developing and communist nations; brain-drain; changing attitudes towards education, including a discussion of the future role of lifelong learning and its effect on senior citizen educational exchanges; changing interests of funding agencies, their leadership role; interdependence.

19. Eliot, A.I.A. Foreign students in perspective. *Social science information* (Paris, Unesco), vol. 6, 1967, p. 189-201.

20. Exodus west. *Asiaweek* (Hong Kong), vol. 11, no. 9, 1 March 1985, p. 21-30.

A detailed discussion of the nature and problems of students from Asia studying in the West. Statistics concerning the flow of students, the amount of money spent by Asian nations and related items are provided. There is, in addition, a discussion of the adaptation problems of Asian students in the West. Most Asian students are interested in engineering or management study, and they seem to work hard and generally do well in their studies. Countries like Hong Kong, Malaysia, Singapore, the Republic of Korea and Taiwan, which send large numbers of students overseas to the industrialized nations, have been particularly concerned with the cost of overseas study and issues such as return rates.

21. Foreign students: whose concern? *Higher education and research in the Netherlands*. (The Hague, Netherlands Universities Foundation for International Co-operation), vol. 26, no. 1/2, Winter-Spring 1982, p. 3-9.

22. Goodman, N.G. The international institutionalization of education. In: Barber, E.G.; Altbach, P.G.; Myers, R.G., eds. *Bridges to knowledge: foreign students in comparative perspective*. Chicago, IL, University of Chicago Press, 1984, p. 7-18.

Goodman places international student and educational exchange in the context of world systems analysis and argues that such exchanges must be understood in the context of international inequalities in education. This is particularly important because about 80 per cent of the world's foreign students come from Third World countries and study in the industrialized nations. Data from Malaysia is used to illustrate the main points.

23. Harari, M. *Trends and issues in globalizing higher education*. Washington, DC, American Association of State Colleges and Universities, 1977. 23 p. [ERIC microfiche ED 154 652]

During the academic year 1975/76 AASCU organized, in collaboration with a number of universities in the United States, five workshops devoted to an examination of the international role and responsibility of higher education in the United States. This publication represents a summary of highlights of these workshops and covers the following main themes: *mission, commitment, institutional changes; academic content and faculty development; international exchanges, development and linkages; foreign students; international development*.

24. Ilčenko, V.J. Inostrannie studenty v sovremenном мире: metodologičeskij analiz problemy [Foreign students in the contemporary world: methodological analysis of the problem]. *Sovremennaja vysšaja škola* (Varšava), no. 42, 1983, p. 161-175. [Also published in Spanish]

The author blames Western social scientists for presenting foreign students almost exclusively from the point of view of academic, educational, psychological and financial issues, and thereby neglecting their social origins. In addition, he criticises the training of foreign students as one of the forms of assistance from the Western nations to the development of qualified manpower for developing countries. He sees it as being a part in the chain of interdependency consisting of 'transnational corporations — charitable foundations — foreign students', and also as one of the

areas of the socio-economic and ideological rivalry between two systems: capitalism and socialism. Speaking of the 'brain-drain' problem, the author estimates that only 50-55 per cent of the graduates from Western higher education institutions return to their country of origin. Contrary to this, 'all without exception who completed studies in the socialist countries return to their country' and 'they are never seen as a potential additional influx of qualified personnel'. It is estimated by the author that about 15 per cent of the world's foreign student population receives education in the socialist countries. The efficiency of their educational programmes is at the same time higher than that of the capitalist countries, e.g. the drop-out rate among foreign students in the USSR is only 2 to 3 per cent. Examples of the involvement of different foundations in internal student exchange illustrate the correlation between promotion of foreign studies and foreign interest of the capitalist countries.

25. Jenkins, H.M. Exchange, international: 2. International student. In: Knowles, A.S., ed. *The international encyclopedia of higher education*. San Francisco, CA, Jossey Bass, 1977, vol. 4, p. 1512-1518, bibl.

26. Klineberg, O. The role of international university exchange. In: Bochner, S., ed. *The mediating person: bridges between cultures*. Cambridge, MA, Schenkman, 1981, p. 113-135.

The author offers an updated review of the literature on the role of foreign students as cultural mediators and expresses the need for additional research on the effect of cultural exchanges. In particular he indicates the need for a middle ground between adaptation of the foreign student to the new culture and total rejection of the new culture. On mental health aspects, there is a review of the problems of students from different cultures, particularly Third World students in Western cultures. Research has shown that the vast majority of Third World students feel vulnerable and at risk during much of their time in the United States.

27. Klineberg, O.; Ben-Brika, Jeanne. *Etudiants du Tiers monde en Europe: problèmes d'adaptation*. Berlin, Federal Republic of Germany, Mouton De Gruyter, 1972. 236 p.

28. Kobrin, S.J. *International expertise in American business*. New York, Institute of International Education, 1984. 59 p.

This report focuses on the international competence of business leaders in the United States. It deals with the attitudes of businessmen concerning international expertise, language ability of business leaders, the acquisition of international expertise and related issues. The implications for international education are also discussed.

29. Lobkowicz, N. La responsabilité éducative de l'université vis-à-vis des étudiants étrangers. *CRE-Information* (Geneva, Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities), no. 57, 1st quarter, 1982, p. 27-43.

30: McAnally, Mary. The plight of student exiles in the U.S.A. *Africa today* (Denver, CO), vol. 17, no. 3, May/June 1970, p. 1-10.

This article deals with the problem of over 100 former South African black students who study in the United States and have become 'stateless individuals'. The author reviews United States'

immigration policies. The most salient part of the article deals with recommendations from South African students on what people of the United States can do to improve the students' situation.

31. Matson, Margaret B.; Kirkwood, R. Study the issues before offering study abroad. *Educational record* (Washington, DC), American Council on Education, vol. 64, no. 2, Spring 1983, p. 48-51.

32. Nelson, D.N. *Crucial issues in foreign student education*. Washington, DC, National Association for Foreign Student Affairs, 1975. 32 p.

A broad discussion of issues facing policy makers regarding foreign students based on a seminar sponsored by NAFSA. Among the issues considered are the institutional policies of universities regarding foreign students, departmental policy, admissions and financial aid questions, competency in English, and services and programmes for foreign students. The focus is from the perspective of policy makers in the United States and university officials.

33. Smith, A. From 'Europhobia' to pragmatism: towards a new start for higher education co-operation in Europe? *European journal of education* (Oxford, United Kingdom), vol. 15, no. 1, March 1980, p. 77-95, bibl.

34. Stassen, M. Academic mobility and the functions of inter-university co-operation. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 5, no. 2, April-June 1980, p. 38-45. [Also published in French and Russian]

35. Taylor, Mary Louise. Exchange, international: 3. Study abroad. In: Knowles, A.S., ed. *The international encyclopedia of higher education*. San Francisco, CA, Jossey-Bass, 1977, vol. 4, p. 1518-1528, bibl.

36. Tierney, J.F. Exchange, international: 1. Overview. In: Knowles, A.S., ed. *The international encyclopedia of higher education*. San Francisco, CA, Jossey-Bass, 1977, vol. 4, p. 1505-1511, bibl.

37. Williams, P. Making tomorrow happen sooner: towards a more equal international exchange of students, teachers and research. In: Garrett, R.M., ed. *Education and development*. London, Croom Helm; New York, St. Martin's Press, 1984, p. 321-343.

A discussion of the pros and cons of international study, with a stress on providing an appropriate balance of relevance and interest for Third World students. Williams points out the negative aspects of international study and discusses the need for better international student programmes. He argues, for example, for joint North-South planning of international study courses, more in-country courses taught by Northern scholars in Third World nations, joint co-operation among institutions in North and South for research and collaboration, and other improvements in the status quo. The chapter concludes with a number of recommendations for the Government of the United Kingdom regarding overseas students.

Academic experiences and performance

8. Bie, Karen N. Norwegian students at British universities: a case study of the academic performances of foreign students. *Scandinavian journal of educational research* (Stockholm, Institute for Educational Research), vol. 20, no. 1, 1976, p. 1-24, bibl.

This article is based on the author's doctoral dissertation concerning academic performance of the foreign students at sixteen higher education institutions in the United Kingdom. Generalizations about foreign students' academic performance conclude that this group does worse than students from the United Kingdom in the following fields: architecture, business administration, dentistry, engineering and medicine. It was found that Norwegian students had a lower failure rate than students from the United Kingdom, and their examination results compared favourably with their counterparts from the United Kingdom. General statements about foreign students' performances are thus not confirmed by Norwegian students' performances. Language difficulties in the early period of study, social adjustment and possible deficiencies in the Norwegian school background do not seem to have been important influences. The question of motivation as an explanation for the high standard of achievement by the Norwegian students is also discussed.

9. Cieboter, F.J. Factors related to the performance of foreign graduate students. *Journal of educational research* (Madison, WI), vol. 62, no. 8, April 1969, p. 360-365.

This study examines the interrelationship between the Graduate Record Examination (GRE) scores, grade-point averages (GPA), geographic area of origin, and major field of study for 218 foreign students enrolled in one of the graduate divisions of the University of Florida, and who had attended for at least two full semesters and whose GRE scores and GAP results were accessible. It was established that both GRE scores and GPA differed significantly within the foreign student group, on the basis of geographical area of origin and the major field. It was also found that the GRE could not be used as a predictor of GPA.

10. Greenall, G.M.; Price, J.E., eds. *Study modes and academic development of overseas students*. London, British Council, 1980.

11. McAdam, K. The study methods and academic results of overseas students. In: Bochner, S.; Icks, P., eds. *Overseas students in Australia*. Kensington, NSW, Australia, New South Wales University Press, 1972, p. 97-104.

The primary goal of the foreign student is to pass his/her examinations and thereby obtain the academic qualification and credentials which will enable him/her to obtain rewarding professional employment upon returning home. The author of this chapter discusses obstacles in the realization of this goal, mostly with respect to the fact that in many 'problem cases' not only the foreign student's training but also his/her study methods are not appropriate for higher education studies in Australia. An empirical study was carried out by the author in 1968 with the first-year overseas students at Monash University. Two standardized study questionnaires were used. Information obtained show that the foreign students, in general, are 'achieving their academic goals, but that is all they are achieving'. This goal is realized at the expense of their personal resources and demands on their time.

42. Maehr, M.L. Motivating students of diverse sociocultural backgrounds to achieve. *International journal of intercultural relations* (Elmsford, NY), vol. 2, no. 1, Spring 1978, p. 38-70.

This paper addresses a problem of major importance to educators: the motivation of students of differing socio-cultural backgrounds. Achievement motivation is essentially redefined and a more comprehensive analysis is attempted in which personality, situation and other factors are all concerned. The main concern of the article is on what one can change about personality and situations to increase the achievement motivation of students.

43. Melendez-Craig, M. *A study of the academic achievement and related problems among Latin American students enrolled in the major Utah universities*. Provo, UT, Brigham Young University, 1970. 105 p. [Thesis].

The Michigan International Student Problem Inventory was utilised in the measurement of the academic achievement and other related problems of Latin American students in the major Utah universities. Latin Americans were found to be achieving acceptably with many of them being outstanding scholars. No significant difference was found among the group between academic achievement and marital status or sex. Class level and English proficiency as related to academic achievement were other variables tested. It was felt among most Latin Americans that the greatest problems students faced were financial, followed by academic problems, with religious and attitudinal problems of least importance.

44. Putman, L., jr. The academic performance of foreign students. *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 335, May 1961, p. 41-53.

Putman indicates the basic problems concerning foreign students. They are: the selection of students; the academic ability of students, or the ability of the receiving institution to judge their educational levels; the problem of English proficiency; adaptability of the student to the environment; the home institution's qualifications orientation to the United States and particularly to the school; the academic performance of the students. Putman also outlines the need to maintain standards of educational programmes, listing three major responsibilities of the institution: that foreign students should be discouraged in every possible way from dealing with or going to sub-standard United States educational institutions; that no foreign students should be admitted without determining their qualifications; and every effort should be made to provide adequate orientation, counselling, English instruction and other means to help the foreign student adjust.

45. Spinks, J.A.; Ho, D.Y.F. Chinese students at an English-language university: prediction of academic performance. *Higher education* (Amsterdam), vol. 13, no. 6, December 1984, p. 657-674, bibl.

This study reviews evidence collected over the past two to fifteen years, which relates to the issue of prediction of academic performance of Chinese students at the University of Hong Kong, an English-language and Western-oriented university. This review is complemented by an analysis of data collected over a five-year period. The results provide evidence of factors which are important in determining the ability of a student to adapt to the foreign cultural and language barriers that exist at this university. In particular, ability in English language and mathematics provides good and reasonably independent predictors of success. The data show the importance of considering the cultural background of students when assessing their aptitude

for study, and offer information for Western universities regarding their admission procedures for Chinese students.

46. Sugimoto, R.A. *The relationship of selected predictive variables to foreign student achievement at the University of California, Los Angeles*. Los Angeles, CA, University of Southern California, 1966. 154 p. [Thesis]

This study provides a description and analysis of the relationship between certain items found on forms in admission offices with foreign students and the eventual academic success or lack of success of these students. The sample consisted of 2,075 foreign students enrolled at the University of California, Los Angeles (UCLA), during 1964/65. It was hypothesized that: (1) no significant differences would be found between the success criterion and any of the eighteen variables selected; (2) no predictors of academic success could be identified among the eighteen variables; and (3) there was no need to improve the admission and information forms currently in use. English language proficiency is one of the most important factors associated with academic success. Variability in the selection and admission standards among institutions of higher learning are characteristics on which there was widespread consensus among educational authorities. Overall grade-point average and the number of terms at UCLA were factors most closely correlated with academic success. While about 15 per cent of the foreign students experienced academic difficulties, age, date of enrolment at UCLA, type of visa and English examination scores had no significant predictive value. Improved selection criteria and careful screening procedures are among the recommendations made.

47. Tuso, Hamdesa. *The academic experience of African graduate students at Michigan State University*. East Lansing, MI, Michigan State University, 1981. 564 p. [Thesis]

This study was designed: (1) to develop a profile of African graduate students at Michigan State University (MSU); (2) to examine their educational experiences while studying at the university; and (3) to determine the effect of academic level and area of speculation on their educational experiences. A questionnaire and a structured interview schedule were used to gather the data. Approximately half of the ninety-six African graduate students at MSU were involved in the study. The advisor and the student were found to play key roles in the development of individualized academic programmes. The educational approaches at MSU were rated as 'effective' by a majority of the students, but they found they were handicapped by lack of relevant data/literature when writing papers concerning regular courses. While the quality of interaction between Africans and professors in general was moderate, the interaction between them and their advisors in academic matters was high. Substantial differences were also found in the participants' interactions with their fellow graduate students (Americans, internationals and other Africans) in academic matters.

48. Wilcox, L.O. *The prediction of academic success of undergraduate foreign students*. Minneapolis, MN, University of Minnesota, 1974. [Thesis]

Several measures of secondary school academic performance and test scores of verbal aptitude, mathematical aptitude, subject matter achievement, and English proficiency were studied individually and in combinations in order to predict the academic success of undergraduate foreign students. Eighty-four first-year students from Vietnam enrolled at several United States institutions and ninety-nine Hong Kong first-year students studying at the University of Wisconsin-Madison were the subjects of this study.

88 36

Adaptation problems and issues

49. Alexander, A.A., et al. *Psychotherapy and the foreign student*. In: Pederson, P.; Lonner, W.J.; Draguns, J.G., eds. *Counseling across cultures*. Honolulu, HI, University of Hawaii Press, 1976, p. 227-246.

The experiences of the foreign student in the United States who seeks psychotherapeutic help are explored in this chapter. A summary of the implications of research findings for psychotherapeutic contact with non-Western foreign students is provided. On physical and psychological health during the sojourn, it is argued that students in emotional or physical trouble regard themselves as deviant in two worlds: they have lost ties with the 'home world' and are unable to function in the 'new world'. From their own research and clinical experiences the authors show how certain factors, including communication, serve as barriers to the entrance of the foreign patient to the North American mental health system. Therapists should be aware of these factors.

50. Althen, G., ed. *Learning across cultures: intercultural communication and international educational exchange*. Washington, DC, National Association for Foreign Student Affairs, 1981. 153 p. [ERIC microfiche ED 208 790]

This publication is for the use of anyone who works with students or scholars involved in international educational exchanges. Its purpose is to bring together ideas that have value in the day-to-day work of people involved in educational interchange. The contributors believe that the field of inter-cultural communication offers international exchange practitioners a useful approach to planning and conducting their training and orientation programmes, and pursuing their own professional development. The book is in three parts: Part I, 'Aspects of intercultural education activity', contains chapters on adjustment to new cultures, cross-cultural training and problem-solving in new cultures. Part II, 'Research on learning and implications for educational interchange', contains two complementary essays that summarize research on the topic of learning, and draw some implications for people designing and conducting exchange programmes. Part III offers two case studies of the application of ideas from the intercultural communication field to work in international educational interchange. The ideas in the book stem from the United States.

51. Althen, G. *Orientation of foreign students*. Washington, DC, National Association for Foreign Student Affairs, 1980. 13 p. [ERIC microfiche ED 201 950]

52. Anumonye, A. *African students in alien cultures*. New York, Black Academy Press, 1970.

53. Attitudes and adjustment in cross-cultural contact: recent studies of foreign students. *Journal of social issues* (Ann Arbor, MI, Society for the Study of Social Issues), vol. 12, no. 1, May 1956. [Special issue]

The studies described form part of a large-scale research programme. The initial phase of the programme consisted of exploratory investigations of particular nationality groups. Four studies, dealing with relationships between a student's cultural background and his experiences in the United States, were carried out on university campuses in the United States. At the same

time parallel studies were carried out in the native countries of the students in question. In the second phase of the research programme, four new investigations were undertaken on particular variables which the findings of the first phase of the programme suggested might be important for the adjustment of all foreign students. The issue presents the frame of reference for analysing cross-cultural education, brief reports on three of the four studies, and an account of one study from the first phase of the research programme.

54. Bae, C.K. *the effect of traditionalism on social adjustment and the brain drain: a study of Korean students at the University of Wisconsin*. Madison, WI, University of Wisconsin-Madison, 1972. 254 p. [Thesis]

The purpose of this study is to discover the effects of traditional values, social adjustment and the role of brain drain in a sample of students from the Republic of Korea registered at the University of Wisconsin. There were three major hypotheses to this study: the strength of Korean traditionalism does not change over time in the United States; traditionalism is negatively related to social adjustment in the United States; traditionalism is negatively related to brain drain. Traditionalism was conservative and basically stable. Most students were committed to their traditional values regardless of their background or place of study. A link was found between traditionalism and a negative relationship to social adjustment. Traditional attitudes did not predict the decision leading to brain drain.

55. Benson, P.G. Measuring cross-cultural adjustment: the problem of criteria. *International journal of intercultural relations* (Elmsford, NY), vol. 2, no. 1, Spring 1978, p. 21-37.

The nature of the adjustment process for individuals crossing cultural boundaries has not been adequately described in past research, which leads to difficulty in selection and training of personnel for overseas assignments. This article critically reviews research on measures of overseas adaptation, and raises a series of theoretical issues to be considered in future research. In addition, methods for measurement of cross-cultural adjustment are proposed, and it is suggested that practitioners and researchers in this field could benefit from a careful definition of criteria.

56. Bulham, H.A. Dynamics of cultural in-betweenness: an empirical study. *International journal of psychology/Journal international de psychologie* (Amsterdam), vol. 15, no. 2, 1980, p. 105-121.

The author's theory proposes three main identification patterns among the black intelligentsia: (1) capitulation to the dominant culture; (2) revitalization of the indigenous culture; and (3) radicalization of both so as to arrive at a new and higher synthesis. Three scales corresponding to the identification patterns were constructed and a comparative study was conducted on two college samples. One group consisted of forty-five Somali students being trained in the United States. The other group consisted of fifty-seven Somali students being trained in Somalia. Specific hypotheses comparing the two groups were tested and confirmed by means of various psychological instruments.

57. Bulham, H.A. Reactive identification, alienation and locus of control among Somali students. *Journal of social psychology* (Provincetown, MA), vol. 104, no. 1, February 1978, p. 69-80.

The author studied forty-five Somali students attending a college in the northeast United States. All students in the sample were male. The author formulates three reactions of Western-educated Africans to the Euro-American world: (a) 'moving toward'; (b) 'moving away'; and (c)

'moving against'. Three scales corresponding to these patterns of identification were constructed and specific hypotheses tested by means of multiple assessments involving these students. The results generally followed the predicted pattern. 'Moving toward' was not found to be the predominant cause of identification. Involvement with African nationalist movements was typical of 'moving against' scores. 'Moving away' was, however, characterized only by heightened racial awareness.

58. Culha, M. *Needs and satisfactions of foreign students at the University of Minnesota*. Minneapolis, MN, University of Minnesota, 1974. [Thesis]

The evaluative instruments developed in connection with this study were: (1) the foreign student importance questionnaire; and (2) the foreign student satisfaction questionnaire. Ninety foreign students were randomly selected and ninety students from the United States were utilized to determine attitudes. The ninety foreign students sampled were Chinese, Indian, European and Canadian students attending the University of Minnesota. It was found that both foreign students and students from the United States are concerned about career development, academic environment and social and emotional well-being. Significant variation was found between Canadian, European and Chinese student groups in terms of the opportunity to become familiar with culture and friends in the United States. Those students who were least likely to have satisfaction with being involved were the Chinese group, followed by the Indian group, thirdly by the Europeans and, lastly, the Canadians. Those students who were from similar cultures to that of the host country have greater academic satisfaction than those who come from dissimilar cultural backgrounds. In other words, Canadian students were least dissatisfied with the institutions of the United States and Chinese students the most dissatisfied, in terms of the cultural adjustment.

59. Ekaiko, U.T. *The effects of selected cultural and environmental adjustment of African students in United States universities*. Detroit, MI, Wayne State University, 1981. 203 p. [Thesis]

The purpose of this study was to investigate the effects of selected cultural and environmental factors on the social and academic adjustment of African students in Michigan universities. The data was collected from 161 questionnaires that were distributed to African students randomly selected from two suburban and two urban universities in the state of Michigan. The study reached conclusions: communication seems to affect the academic adjustment of African students; the climate does not seem to affect either the social or the academic adjustments of African students; communication, climate and housing seem to have significant effects only on the academic adjustment; there is a negative pattern in the social adjustment of African students in the United States; there is an upward pattern in the academic adjustment of African students.

60. Ellis, M.E. *Perceived problems of non-Canadian and non-European foreign students at a major university*. Bloomington, IN, Indiana University, 1978. 113 p. [Thesis]

Based upon personal interviews, an attempt was made to determine the nature and extent of academic, personal and social difficulties experienced by non-Canadian and non-European foreign students who attended Indiana University during the second semester of 1977/78. Of the 62 personal interviews arranged, 54 were completed giving a response rate of 87 per cent. The findings included the following: over 74 per cent of the respondents indicated difficulties

with English and descending orders of concerns were expressed in the following areas: (a) academic advising and record keeping; (b) social problems; (c) personal problems; (d) student activities; and (e) placement services. Students experience the least amount of difficulty in the following areas: living, dining, health services, religious services, and with the general quality of education at Indiana University. The major conclusion of the study was that one of the most difficult problems for foreign students is language coupled with a need for satisfactory orientation programmes to the United States and the university. Students have a negative feeling toward both the quality of their orientation and the quality of foreign student advisors. Significantly, financial considerations were not found to be a serious problem.

61. Fanai, F. Die psychosozialen Probleme ausländischer Studenten in Deutschland [Psychological problems of foreign students in Germany]. *Zeitschrift für Psychotherapie und medizinische Psychologie* (Stuttgart, Federal Republic of Germany), Bd. 21, Heft 3, Mai 1971, p. 100-107.

62. Faust, S., et al. Dynamics of cross-cultural adjustments: from pre-arrival to re-entry. In: Althen, G., ed. *Learning across cultures: Intercultural and international educational exchange*. Washington, DC, National Association for Foreign Student Affairs, 1981, p. 7-29.

This chapter deals with cross-cultural adjustment and the changes that are required when moving from one cultural milieu to another. The authors consider three major periods in cross-cultural adjustment: preparing to enter a new culture; living in a new culture; re-entering the original culture. Each of these periods has its own characteristics. The emphasis was put on what happened to cross-cultural sojourners in each of these periods. The results were that the success of orientation for a cross-cultural experience, whether it involves going to a new culture or returning to an original one, depends on sensitizing participants to possible violations of expectations and to ways of coping when their expectations have been violated. This requires identifying the components of the adjustment process and their interrelationships; providing so-called 'survival information'; increasing communication skills; and developing a stable social support system.

63. Furnham, A.; Bochner, S. Social difficulty in a foreign culture: an empirical analysis of culture shock. In: Bochner, S., ed. *Cultures in contact: studies in cross-cultural interaction*. Elmsford, NY, Pergamon, 1982, p. 161-198.

64. Geuer, W.; Breitenbach, D.; Dadde, R. *Psychische Probleme ausländischer Studenten in der Bundesrepublik Deutschland*. Bonn, Deutscher Akademischer Austauschdienst, 1983.

65. Gottschang, Karen T. *China bound: a handbook for American students, researchers and teachers*. Washington, DC, National Association for Foreign Student Affairs, 1981. 153 p. [ERIC microfiche ED 207 887]

A general guide for foreign study in China, this volume includes sketches of major universities, guidance for students concerning entry requirements, hints on what to take to China for daily life, discussion of the organization of higher education and of how teaching and research are conducted. Housing and other arrangements are also included.

400

66. Graham, M.A. Acculturative stress among Polynesian, Asian and American students at the Brigham Young University-Hawaii. *International journal of intercultural relations* (Elmsford, NY), vol. 7, no. 1, 1983, p. 79-104.

Research was conducted over five years to determine effects upon students from nine cultural groups attending a multiracial university in the United States. It was hypothesized that acculturative stress would be greater among cultural groups of students where the gap between traditional and imposed (host) culture was greater. Data collected from Hawaiian, Samoan, Tongan, New Zealand Maori, Fijian, Chinese, Japanese, Filipino and American Caucasian first-year students showed real differences in assimilation patterns, affective contingencies, points of conflict and cultural stereotyping. Findings identify: (1) acculturative stress is significantly greater among Samoan students; (2) Chinese students are academically the most successfully adaptive cultural group; and (3) English-language usage imposes the greatest discrimination barrier. Recommendations to minimize acculturative stress are discussed.

67. Hafeez-Zaidi, S.M. Adjustment problems of foreign Muslim students in Pakistan. In: Brislin, R.W.; Bochner, S.; Lonner, W., eds. *Cross-cultural perspectives on learning*. New York, Halsted Press, 1975, p. 117-130.

This study analyses problems of adjustment of a group of Asian and African students in a country whose degree of development is similar to that of their own country and, in certain aspects, may even be less. At the time of this study there were about 1,000 foreign students in Pakistan, most of them being males and majoring in medicine, engineering or science. This study examined 102 male and 21 female foreign students in Karachi, and a questionnaire was administered to each participant individually. Seventy-three per cent of the respondents indicated that their choice was determined by the fact that Pakistan is a Muslim country and therefore psychologically attractive. Other considerations were easy admissions, desire to improve English, academic attraction and the possibility of a scholarship. It is assumed that the major difficulties faced by foreign students fall within three categories of physical, academic and socio-cultural differences. To reduce the constant limitations of social-psychological research methodology, the author suggests the use of unobtrusive and non-reactive techniques of data collection in combination with direct questions.

68. Hodgkin, Mary C. Acculturative stress among Asian students in Australia. *Australian journal of social issues* (Haymarket, NSW, Australian Council of Social Service), vol. 13, no. 2, May 1978, p. 139-150.

When foreign students from Southeast Asia come to Australia, they encounter many problems concerning acceptable behaviour and cultural misunderstanding. In some cases these stresses, together with academic failures, social isolation and the strains of living in lodgings away from the supportive family, lead to emotional disturbances. Students fall into a different category from migrants. They must make a selection from the host cultural norms and exercise restraint in identification with Australian ways because they face eventual return to their home socio-cultural environment. Examples from a number of case histories appear to follow a regular pattern of academic failure, inability to cope with relationships with the opposite sex, and eventual mental breakdown which required hospitalization.

69. Hull, W.F. *Foreign students in the United States of America: coping behavior within the educational environment*. New York, Holt, Rinehart & Winston, 1978. 224 p.

This volume is based on a survey study of a sample of foreign students in the United States and its focus on how foreign students adjust to a new environment and their success in studies. The study was designed by an international research team. Findings include a high level of mental depression among foreign students, the importance of knowledge of the language of instruction for successful coping, the need for academic institutions to provide adequate counselling and other services for foreign students and a need to recognize that the financial problems faced by foreign students are one of the major causes of problems and difficulties.

70. Kang, Tai S. Name change and acculturation: Chinese students on an American campus. *Pacific sociological review* (Beverly Hills, CA), vol. 14, no. 4, October 1971, p. 403-412.

In a study of the social life of Chinese students at the University of Minnesota in 1967, it was discovered that of 262 Chinese students registered, 36.2 per cent of them had anglicized their first names. The preliminary examination of this phenomenon suggested a scheme to examine such aspects of social life of the group as acculturation, group identification and patterns of interpersonal interactions. This paper examines the social-psychological implications of identity change through name change.

71. Kedem, P.; Bar-Lev, M. Is giving up traditional religious culture part of the price to be paid for acquiring higher education? Adaptation of academic Western culture by Jewish Israeli university students of Middle Eastern origin. *Higher education* (Amsterdam), vol. 12, no. 4, August 1983, p. 373-388, bibl.

This research was designed to investigate whether the Middle Eastern student feels that attaining the status of a 'Western modern man' is incompatible with maintaining a traditional, religious way of life. In 1980, 1,250 Jewish University students responded to a questionnaire aimed at measuring religious attitudes, beliefs and practices. The students of Middle Eastern origin proved to be more religious than their Western counterparts. However, their feeling about themselves is that not only are they less religious than their parents and grandparents, but that they are less religious than they themselves have previously been. This feeling stems from their having discarded or having become lax in carrying out some of the more fundamental religious practices, even though they still maintain many of the same religious practices, attitudes and beliefs as their forefathers. Factors influencing their attitudes are examined. The findings show that as a whole there is no revolt against home or tradition, and the students have found the way to the 'new life' without breaking off from the 'old ways' of the parental culture.

72. Klein, Marjorie H., et al. The foreign student adaptation program: social experiences of Asian students in the U.S. *International educational and cultural exchange* (Washington, DC, United States Department of State), vol. 6, no. 3, Winter 1971, p. 77-90.

Data for this study were collected in 1966 and 1967 on the basis of a questionnaire distributed to 580 students from 35 foreign countries as they passed through the Foreign Student Reception Centre at the University of Wisconsin. Analyses of the collected data from 40 Asian students from Taiwan and Hong Kong showed that during their first year of study there were seasonal

differences in the incidence of health problems, and there was evidence that the rate of illness at certain times in the academic year, such as the Christmas holidays, was predictable from the amount of anticipated home-sickness. With regard to the psychiatric problems of foreign students, complaints have ranged from severe psychotic episodes, depressions, to milder anxiety and neurotic states. The study also found that the nature and background of the barriers that existed between students from Asia and the United States stems from basic functional differences in social roles. The Chinese culture — traditional and authoritarian — gives young people a great deal of structure and support both from family and from peers. United States culture stresses opposite values. Taking into account the findings of the above study an experimental orientation programme in Taiwan was carried out which focused on teaching specific techniques for overcoming interactional difficulties which students would encounter in the United States.

73. Klineberg, O.; Hull, W.F. *At a foreign university: an international study of adaptation and coping*. New York, Holt, Rinehart & Winston, 1979. 211 p.

Eleven countries were surveyed: Brazil, Canada, the Federal Republic of Germany, France, Hong Kong, India, Iran, Japan, Kenya, the United Kingdom and the United States. The research was based on both a survey and the use of interviews with foreign students. The aim was to investigate coping and adaptation among foreign students. Among the practical conclusions of this study are the following points: students should not be encouraged to study in a foreign country if they do not speak the language (this is particularly true for students who will spend only one year abroad); finding housing was considered a major problem by the students; first contacts at the university are important and set the tone for much of what follows; special attention should be paid to ensuring that such contacts are positive; the issue of equivalences of degrees and qualifications is a problem for foreign students; as also is the issue of making friends and informal contacts in the foreign country.

74. Lam, M.P. *The problems of Chinese students at the University of Illinois at Urbana-Champaign*. Urbana, IL, University of Illinois at Urbana-Champaign, 1979. [Thesis]

This study has three purposes: to ascertain the personal problems of Chinese students at the university; to explore the possibilities that the Chinese students suffer from several problems; to find out the similarities and differences between students from China and the United States. The study was carried out in two phases. First, the Mooney Problem Checklist was distributed to 755 Chinese students and to 42 students from the United States. Second, a questionnaire was used in structured interviews with 48 students, 24 with many problems and 24 with few problems. Findings: there were statistically significant differences between the percentage of problems mentioned by the students from China and the students from Hong Kong. Differences also existed according to marital status and gender; significant differences were found between problems mentioned by students of the United States and those from China; there were statistically significant differences in ego strength and adjustment between Chinese students with many problems and those with few problems.

75. Lee, Motoko Y.; Abd-Ella, M.; Burks, L.A. *Needs of foreign students from developing nations at U.S. colleges and universities*. Washington, DC, National Association for Foreign Student Affairs, 1981. 192 p. [ERIC microfiche ED 203 776]

43 P

A national survey of 1,900 students from developing countries in universities in the United States. In every category, needs were not satisfied to the level of students' expectations, even though most of the needs were satisfied to a degree. Needs for practical experience (work experience and opportunities to apply knowledge), and anticipated post-return needs, both for material rewards and for professional opportunities and facilities, were among the least met. Students with the following characteristics were most likely to be satisfied: from Latin America or Europe; with a job waiting for him or her at home; residing with an American student; on a scholarship; a graduate student rather than an undergraduate; having a good command of English.

76. Mickle, K.M. *The cross cultural adaptation of Hong Kong students at two Ontario universities*. Toronto, Ont., Canada, University of Toronto, 1984. [Thesis]

77. Morgan, E.E., jr. Study abroad: a process of adaptation and change. *International review of education/Revue internationale de pédagogie* (The Hague), vol. 21, no. 2, 1975, p. 207-215.

The major assumption of the study was that individuals differ in their methods for adapting to the behaviour patterns associated with the cross-cultural experience. The assessment of adaptation was made by focusing on individual learning and development. Five types were extracted but only two are reported in this article — the 'cultural relativists' and the 'cultural opposites'. The author points out that the valued outcome of study abroad is: 'to help acquire a deep understanding of another culture, and to begin to appreciate and develop empathy for people who are different'. In conclusion, he points out that the overall success or failure of a study abroad programme does not rest only with the students. Thus, administrators of these programmes must possess an expertise and understanding of the implications of the cultural encounter.

78. Morris, R.T. *The two-way mirror: national status in foreign students' adjustment*. Minneapolis, MN, University of Minnesota Press, 1960. 215 p.

The aim of this research was: (a) to inform the research sociologist about some of the theoretical and technical problems and solutions encountered; (b) to present to the practitioner some suggestions for the counselling of foreign students; (c) to let foreign students know how other, earlier, foreign students have felt. Foreign students from some sixty universities in the United States provided data. The author deals, in one chapter, with the specific difficulties encountered in setting up instruments and interview techniques for foreign students, and other related procedures; the report describes the characteristics of the students in the study as a basis for generalization; three chapters present the distribution of responses on the main dependent and independent variables.

79. Ng, J.P. *Use of the 'Mooney Problem Check List' for identifying psychosocial adjustment problems of international students at four universities in Colorado*. Greeley, CO, University of Northern Colorado, 1981. 273 p. [Thesis]

The study was based on an attempt to identify the extent of psychological and social adjustment faced by international students in the United States at four universities in Colorado. Five hundred students received copies of these two instruments; the rate of return was 58 per

cent or 290 responses. The most significant variables indicated by the respondents with troubling problems were the following: age; marital status; living with family; year in college; sources of financial support; host family participation; number of years employed in country of origin; number of years living in the United States; religion; university counselling centre visits; and campus location. The following variables were differentiated between students who reported statistically significant problems: geographic region; year in college; host family participation; religion; and campus location. Overall findings were that students who were older, were graduate students, had a greater length of stay in the United States and had worked for a longer time in their home country were better adjusted than those who did not have these four characteristics, and secondly, married students and students who benefited from host families reported less adjustment problems than single students and those students who did not benefit from host family programmes.

80. Payind, M.A. Academic, personal and social problems of Afghan and Iranian students in the United States. *Educational research quarterly* (Los Angeles, CA, University of Southern California), vol. 4, no. 2, Summer 1979, p. 3-11.

The objective of the study was to analyse the nature and the extent of the academic, personal and social problems of students and to what these problems are related. The study showed that the students had academic problems mostly related to a lack of proficiency in English and to a certain extent to the differences between the education systems of their home countries and those of the United States. The social problems were related to the cultural background of the students and their lack of information about the United States. The study concludes with recommendations (targeted at appropriate authorities) designed to help the students overcome these problems. There is a great need for more organized pre-departure orientation programmes for both sponsored and non-sponsored students going to the United States. It is also suggested that both sponsored and non-sponsored students take, in their respective countries, intensive English courses before departing for the United States. American colleges and universities should attempt to identify and recognize the major handicaps of different sub-groups within the total group of international students.

81. Pedersen, P.B. Role learning as a coping strategy for uprooted foreign students. In: Coelho, G.V.; Ahmed, P.I., eds. *Uprooting and development: dilemmas of coping with modernization*. New York, Plenum, 1980, p. 295-319.

A major task of adaptation for foreign students in a new culture is that of recognizing the diverse roles in which one is interacting with his/her university and community members. The author of this paper suggests that an identity crisis may be accentuated because the foreign student must learn to handle multiple new roles. His/her role as a student may, for example, be complicated by being perceived as a 'cultural ambassador' who needs to explain and sometimes justify the policies of his/her country. The foreign student must learn to be able to differentiate and yet integrate these conflicting roles. The author points out that the adaptation process is easier if the individual's role conflict is minimized, and if prior expectations prove to be more in accordance with the real situation. He also emphasizes the importance of the 'co-national' student in providing support, advice and reassurance.

82. Pruitt, F.J. *The adaptation of African students to American education*. Buffalo, NY, Council on International Studies, State University of New York at Buffalo, 1979.

83. Pruitt, F.J. *The adaptation of African students to American society. International journal of intercultural relations* (Elmsford, NY), vol. 2, no. 1, Spring 1978, p. 90-118.

This report summarizes the results of a questionnaire study conducted in the middle 1970s involving 296 sub-Saharan students from a representative set of nine campuses in the United States. Some of the results suggest that African students in this country are predominantly Christian and middle-class in origin, coming mostly from cities of over 10,000; Nigerians vastly outnumber those from any other country; two-thirds are under-graduates and one-third graduate students, with at least a third having started their education in the United States in a community college; and they are mostly supported by their families or by themselves. The major problems at first are in the areas of climate, communications with Americans, discrimination, homesickness, depression, irritability and tiredness. Only a minority feel comfortable with the basic elements of culture in the United States, though the vast majority are pleased with the education they are receiving. It was possible to identify several correlates of adjustment, defined as happiness and freedom from various problems. Students have a more positive attitude toward values of the United States if they are from more prominent families, have attended an orientation to education in the United States, and spend time with people from the United States rather than other Africans. Contacts with the foreign student office seem to be effective.

84. Ramirez-Better, M.V. *The adjustment problems of Latin American students attending selected California universities*. Stockton, CA, University of the Pacific, 1980. 174 p. [Thesis]

Selected Latin American students at the undergraduate level were sampled at 'selected California universities'. The basic findings are, regardless of sex, that undergraduate Latin American students encountered academic problems mostly in the areas of writing, reading, oral skills and English. Secondly, students did not receive sufficient help in academic programme planning efforts, particularly planning academic programmes that would be useful to them in terms of the national goals of their respective countries. Significant problems related to financial aid and lack of news about their native country; other areas of concern were social interaction, food, time orientation and household chores. There were not significant differences between males and females in perception of either academic or non-academic problems, nor were there significant differences on the part of females and males concerning anticipated problems of re-entry to their home environments. Both groups who responded — male and female — were particularly concerned that their countries would not look favourably on newer 'innovations' learned in the United States. The recommendations for change include: pre-orientation offered in the native country by the governments or sponsoring institutions; the need for universities in the United States to provide extensive orientation programmes in both non-academic and academic areas of concern; foreign students should be assigned 'host' student sponsors to assist them in finding housing and facilitating adjustment to the new culture.

85. Rich, P. *The adaptation of Southeast Asian students at the University of New England*. Armidale, NSW, Australia, University of New England, 1975. [Thesis]

86. Schild, E.O. Foreign student as stranger, learning the norms of the host culture. *Journal of social issues* (Ann Arbor, MI, Society for the Study of Social Issues), vol. 18, no. 1, 1962, p. 41-54.

The extent to which the encounter with the host society enables the student to learn its norms is

246

crucial for his adjustment. In this study of fifty-nine Jewish students from the United States visiting Israel in 1955, the author examines the consequences which flow from their position as strangers in the host society, with particular emphasis on how they learn the norms of the host culture.

87. Singh, A.K. *Indian students in Britain: a survey of their adjustment and attitudes*. London, Asia Publishing House, 1963. 208 p.

This pioneering study of the adjustment patterns and attitudes of a group of 400 Indian students in the United Kingdom, describes their social, emotional, academic and financial problems. It also discusses their attitudes toward the people of the United Kingdom and society, towards certain Indian and Western institutions and values such as marriage, family, role of women, caste, religion and materialism. The study distinguishes between the views of students from upper and middle class families. Among the most important findings were the following: Indian students reported difficulty in finding accommodation and indicated that the main problem was racial discrimination. The students reported discrimination in other areas as well, and indicated that this alienated them from the British people. Upper class students reported that they had fewer problems with discrimination and made more British friends than middle-class students. An unintegrated social life caused many of the students to feel lonely, homesick and in general to report emotional strain. Financial problems were another major source of worry. Indian students often tended to judge the British by the standards of Indian society, causing some further problems of perception. A number of elements caused variations in responses: duration of stay (with high adjustment being reported early in the sojourn and then late in it, but with considerable difficulties in the middle), personality and social class.

88. Suzuki, E. Foreign students and the American dream. *Yale review* (New Haven, CT, Yale University), vol. 68, no. 2, Spring 1979, p. 369-382.

The author presents in a very eloquent fashion the inevitable conflict between the foreign student caught between two cultures.

89. Swatdipong, P. *Sojourner alienation: an exploratory study of foreign student alienation*. Ames, IA, Iowa State University, 1979. 171 p. [Thesis]

The researcher designed an exploratory model of sojourner alienation and tested it with foreign students attending Iowa State University. A total of 356 questionnaires were administered to 30 per cent of the foreign student body at the Iowa State University. In all, 177 responses were usable for the study, a 50 per cent response rate. The findings of this study were the following. Length of time in the United States and the level of social participation were enhanced in particular by the length of stay and the level of participation. Length of study, modernity, socialization, role conflict, and also role adjustment significantly affected alienation. Role adjustment had the strongest effect on the individual with role conflict second and length of the sojourn the least significant factors.

90. Von Dorpowski, H. *The problems of Oriental, Latin American and Arab students in U.S. colleges and universities as perceived by these foreign students and by foreign student advisors*. Philadelphia, PA, Pennsylvania State University, 1977. 228 p. [Thesis (Ed.D.)]

347

The study attempts to determine the perceptions of both the foreign students and their advisors vis-a-vis the problems of foreign students, particularly those from Latin America, the Arab countries and Asia. Foreign student advisors tended to perceive the problems of foreign students to be more serious than the foreign students themselves. Basic problems agreed to by both foreign students and their advisors are in the following areas: financial aid; English language and placement; health service and religious services. In essence, the foreign student advisors apparently have an understanding of the needs of foreign students.

91. Wetzel, N.R. *A study of the academic needs of African students at the University of Illinois*. Urbana, IL, University of Illinois at Urbana-Champaign, 1974. 149 p. [Thesis]

The identification of academic needs of African students at the University of Illinois is the concern of this study. Special services, materials, experiences, activities and skills or areas of knowledge which could help promote the success of Africans while enrolled as students, and after returning to Africa were defined as the needs. African students enrolled, the faculty members at the university with some African experience, and those students who returned to Africa after completing their studies were surveyed during the study.

Admissions policies and evaluation of credentials

92. Admission of foreign students. *RIHED Bulletin* (Singapore, Regional Institute of Higher Education and Development), vol. 10, no. 2, April-June 1983, p. 11-12.

Concerns the situation of admission of foreign students in the Philippines, where the demand for places in colleges and universities by overseas students has increased dramatically in recent years.

93. Côté, M. *Admission des étudiants dans les universités du Québec: évaluation des dossiers étrangers par comparaison avec le système collégial québécois*. Montréal, Canada, Service régional d'admission du Montréal métropolitain, 1980. 227 p.

94. Fiske, E.B. Ethical issues in recruiting students. *New directions for higher education* (San Francisco, CA), vol. 9, no. 1 (no. 33), 1981, p. 41-48.

The author argues that demographic changes (the decline in the numbers of college-age youth in many higher education institutions in the United States) mean 'the shift from a seller's to a buyer's market' (with regard to student recruitment). In this context he also discusses the abuse in recruiting foreign students, pointing out problems linked with: insufficient information on possibilities as well as conditions for studying in the United States; 'headhunting' practices in some South American countries; pre-signing of forms by some colleges (necessary for foreign students to obtain United States visa); lack of adequate counselling for foreign students.

95. Guiton, J. *From equivalence of degrees to evaluation of competence: present procedures and practices, new avenues*. Paris, Unesco, 1977. 138 p., bibl. [Also published in French]

The twelfth in a series of 'Studies on international equivalences of degrees' undertaken by Unesco, this volume provides an overview of the situation of degree equivalence in various countries and argues that it is necessary to move from the certification of degrees to the validation of competence and skills. The highly complex system of multilateral and bilateral agreements concerning equivalence, the legal status of the situation and other elements are discussed in the context of moving to a more sophisticated and useful structure of evaluation.

96. Institute of International Education. *Evaluating foreign students' credentials*. New York, Institute of International Education, 1981.

97. International Association of Universities. *Methods of establishing equivalence between degrees and diplomas*. Paris, Unesco, 1970. 143 p. [Also published in French]

98. Jenkins, H.M., ed. *Foreign student recruitment: realities and recommendations*. New York, College Entrance Examination Board, 1980.

A report of the colloquium held in March 1980 on foreign students. Problem areas discussed include: 'Foreign student recruitment - Why? Demographic and financial factors, present and future'; 'Current practice in the recruitment of foreign students'. Besides the discussions on the problems raised, the participants took part in two working group projects, to explore the feasibility of establishing a clearinghouse for information on foreign student recruitment to United States universities and colleges, and to set down criteria for ethical recruitment practices and suggest ways in which these might be disseminated to relevant United States institutions.

99. Renaud, G. *Experimental period of the International Baccalaureate: objectives and results*. Paris, The Unesco Press, 1974. 69 p., bibl. (IBE. Experiments and innovations in education, no. 14) [Also published in French and Spanish]

Wishing to facilitate student mobility, the International Baccalaureate (IB) was started in 1965 to validate secondary school certificates of international schools at the upper secondary level. Between 1970 and 1974, the number of actively participating schools rose from 11 to 27 and candidates from 312 to 1080. Comments from schools and students show that the IB is well appreciated.

100. Turner, S. Directory of equivalency centers. *World higher education communique* (New York, Institute of International Education), vol. 4, no. 2, Spring 1982, p. 8-11.

Attitudinal and behavioural studies

101. Adwere-Boamah, J. Intellect and commitment: a potential for educational change in the new nations. *International journal of comparative sociology* (Leiden, Netherlands), vol. 13, no. 2, 1972, p. 99-112.

This study was a preliminary attempt to provide some needed information about the prospective African elites in the United States colleges and universities. The specific objective of the study was to investigate the educational orientations and concerns of African students in the United States and to assess the relationship of such orientations to the perceptions of problems facing the African countries. The study was designed to discover how the different orientations among and within the study sample may relate to demographic factors, choice of academic discipline and other variables. The research data were drawn from the total population of African students enrolled in forty-four higher education institutions in the United States Pacific Coast Region. Questionnaires were sent to 390 African students, and 250 of them responded. Among the many problems confronting African countries, a large proportion (66 per cent) of African students in the study consider economic development, educational needs (55 per cent) and living conditions in the African countries as very serious problems. The author also analyses the samples' educational orientations and their correlates, and discusses the results in terms of ideological, social and educational implications to these prospective African elites.

102. Aich, P. *Farbige unter Weissen*. Köln, Federal Republic of Germany, Kiepenheuer & Witsch, 1962.

This book is a comprehensive sociological study of non-European foreign students, mainly from the developing countries, who were studying in 1960 in the Federal Republic of Germany. A survey was carried out and data were collected from 386 foreign students in seven universities and other higher education institutions. The following problems are studied: reasons for study abroad and in particular in the Federal Republic of Germany; social background of the foreign student population; financial situation and provisions for foreign students; language proficiency and problems; national associations ('clubs'); relations with the community in and outside the university; discrimination — its forms and consequences for foreign students; problems after graduation ('non-returning'). Statistical comparisons of data concern students from Egypt, India, Indonesia, Jordan, Ghana, Nigeria, Central African Republic and Norway.

103. Aich, P. Sozial Determinanten der politischen Einstellung der Africanischen und Asiatischen Studenten in Deutschsprachigen Ländern. *Kölner Zeitschrift für Soziologie und Sozialpsychologie* (Opladen, Federal Republic of Germany), vol. 18, no. 3, 1966, p. 482-515.

The article discusses formation and changes in the political attitudes of African and Asian foreign students in Western European higher education institutions. The author points out that if, in general, foreign students consider study abroad to be an important factor in their professional and social advancement, industrialized countries' motives are often of economic and political nature. Economic motivation is based on the hope that, after foreign students return to their respective home countries, they will be more open towards trade and industrial links with their host countries. Political motivations are less easy to formulate especially after some negative experience (in the 1950s and 1960s) with students who, after their studies in the Western countries, turned against Western societies. Another political reason is to counterbalance efforts made by socialist and communist countries to recruit and train in their universities, future favourable African and Asian intellectual and political elite. In this context formation of political attitudes among foreign students cannot be viewed as irrelevant. The author points out that difficulties in the socialization processes especially in the first years of study abroad are the main problems among African and Asian foreign students studying in Western European

universities. Research was carried out among 709 students from 55 African and Asian countries studying in Austria, the Federal Republic of Germany and Switzerland.

104. Al-Banyan, A.S. *Saudi students in the United States: a study of cross-cultural education and attitude change*. London, Ithaca Press, 1980. 91 p.

The underlying assumption of this study was that exposure to a foreign educational experience in a modern society provides the visiting student with a new standard for the evaluation of his traditional cultural values. The main objectives were: the delineation of specific variables involved in the Saudi Arabian students' experiences in the United States that influence their attitudes toward traditional cultural values; analysis of the processes through which the variables have their effect; and an investigation of the effect of selected background variables upon the student's experiences in the United States. The total population of around 700 Saudi Arabian students enrolled in United States institutions of higher education for the year 1971/72 were the subjects of the study. The selected variables in the questionnaire were: length of stay in the United States; exposure; and adjustment. The hypothesis that attitude change is associated with length of stay in the United States was supported regarding the position of women but not concerning traditional family relations. Length of stay was also not found to be significantly related to attitudes toward occupational values.

105. Becker, Tamar. *Black Africans and black Americans on an American campus: the African view*. *Sociology and social research* (Los Angeles, CA, University of Southern California), vol. 57, no. 2, January 1973, p. 168-181.

This article examines the strained relations between Africans and black Americans on the UCLA campus. The study operates on the premises that: a spontaneous sense of kinship and mutual trust would arise between black Americans and black foreigners on a visit in the United States; the co-operation between the two groups may be neutralized if the association is seen by members of either group as having unsavourable consequences; if the participants view the association as superimposed, the probability increases that relations between the groups will be marked by strain and ambivalence. The study found that higher status and tangible benefits accorded Africans by contrast to black Americans, socio-cultural differences between the two groups, and perceived rejection by blacks, strengthened the Africans inclination to emphasize their separate identity and to minimize contact with black Americans.

106. Becker, Tamar. *Cultural patterns and nationalistic commitment among foreign students in the United States*. *Sociology and social research* (Los Angeles, CA, University of Southern California), vol. 55, no. 4, July 1971, p. 467-481.

Observers of foreign scholars and students have found some positive effects of their sojourn in the United States on the individuals involved as well as on their host and home societies. The main issue in this article concerns the changes in the foreigner's attachment to his home country that are associated with a prolonged study abroad. The three patterns which the article uses are: (1) commitment to the home country's cultural values; (2) commitment to the 'role of the national'; (3) commitment to 'the sacredness of the state'. Three hypotheses are proposed, namely: commitment to the home country's cultural values is the least vulnerable to erosion through prolonged sojourn; commitment to 'the role of the national' and the 'sacredness of the

state' are highly vulnerable and tend to give way to an individual-centred ideology; the individual is pushed in the direction of general political disengagement — a state of dual detachment from both home and host societies. Among models of attachment to the national state it was found that: commitment to national cultural values is least vulnerable to erosion during prolonged stay abroad; commitment to the 'role of national' state is highly vulnerable, and sentimental attachment to the home-state and instrumental attachment to the host-state tend to produce ideological disengagement from both. These findings, if substantiated by further research, raise new questions concerning political socialization from the point of view of both the national state and the individual long-term sojourner.

107. Bennett, J.W.; Passin, H.; McKnight, R.K. *In search of identity; the Japanese scholar in America and Japan*. Minneapolis, MN, University of Minnesota Press, 1958. 369 p.

The study is conducted in two parts: (1) twenty-three Japanese students were observed in a university in the United States for one year; (2) at the same time in Japan, fifty subjects who had previously been educated in the United States were observed. Findings: many returnees from the United States remain substantially alienated from their own society. There are, however, numbers of persons in Japan who have been alienated from the traditional order and are seeking to bring about changes so that, in some respects, the returnee is less isolated than before; the Japanese woman finds greater satisfaction in her own society, and more outlet for her ambitions and talents. Japanese studying abroad have had their effect upon the course of Japan's modernization and westernization. But the idea of modernization did not just come from the returnees but also from the Japanese society itself.

108. Bochner, S.; McLeod, B.M.; Lin, A. Friendship patterns of overseas students: a functional model. *International journal of psychology/Journal international de psychologie* (Amsterdam), vol. 12, no. 4, 1977, p. 177-194.

The respondents of this study were thirty foreign students at the University of Hawaii and six host national students. The subjects identified their best friends and the five people with whom they spend most of the time. The subjects were then presented with a list of fifteen activities and identified a preferred companion for each of the situations. The data were used to test a functional model of the academic sojourn, which predicts that foreign students will belong to three social networks, in descending order of importance: (a) a co-national network whose function is to affirm and express the culture of origin; (b) a network with host nationals, whose function is the facilitation of academic and professional aspirations; and (c) a multi-national network whose main function is recreational.

109. Coelho, V.A. *Students from India in the United States: an exploratory study of some cultural and religious attitudes*. Chicago, IL, Loyola University of Chicago, 1972. 103 p. [Thesis]

The author administered a questionnaire to students living in the metropolitan Chicago area who were studying at both colleges and universities in greater Chicago. The primary purpose of the study was to explore religious and cultural attitudes of foreign students studying in the metropolitan area and to determine their adjustment problems in the United States. The conclusions were that Indian students in the United States exhibited a desire for individual freedom and autonomy, in particular in social relationship between the sexes. Religion tended to have greater value for women students than for male students and that differences in religious belief systems accounted for attitudes toward value orientation. Catholics having the most

absolute values, non-Christian students tended to be concerned about ethical and social issues. Protestants place less importance on absolute religious values. The longer the stay in the United States, the more varied and the less consistent the attitudes toward religious observance.

110. Elde, Ingrid. The impact of study abroad: a three-by-three nation study of cross-cultural contact. *Journal of peace research* (Oslo, International Peace Research Institute), vol. 2, no. 3, 1965, p. 258-275.

The article reports some results from a Unesco-sponsored study that involved students in three countries — Egypt, India and Iran — who had returned to their home countries after two years or more of study in the Federal Republic of Germany, the United Kingdom and the United States. These students were interviewed, and they reported varying degrees of adjustments to their host countries. In general the Indian students reported fewer changes than the other two student groups, apparently choosing social co-existence rather than conformity to a foreign culture. It is suggested that such factors as training in cultural pluralism, ideologies that regulate degrees of acculturation, cultural distance, the image of the home country abroad, and its rank in the international system are relevant for the students in their adjustment and degrees of acceptance of the foreign culture.

111. Gandhi, R.S. Conflict and cohesion in an Indian student community. *Human organization* (Washington, DC, Society for Applied Anthropology), vol. 29, no. 2, Summer 1970, p. 95-102.

The concern of this study is the problem of community formation among a large number of Indian students at the University of Minnesota, where they seek to keep alive the culture of their homeland. A total of 147 questionnaires were distributed to all the Indian students at the University of Minnesota in the academic year of 1965/66. About 91 per cent of the total population (of male students) were analysed. Statistics were supplemented by participant observation and interviews. The main findings were that students from India formed one of the largest contingents of foreign students at the University of Minnesota, some fourteen national languages being spoken by the students. Certain groups were formed as a result of regional differences and preferences for certain types and styles of cooking. There was not sufficient evidence to claim that caste was the centre of the social life of the Indian student community. Despite different religious practices, religion was found to unite all the Indians, setting them apart from the majority community which was mainly Christian. The most important characteristic emerging from all observations was that the regional ties based on linguistic affiliations cut across and dominated living and eating arrangements, as well as caste and religious differences.

112. Gandhi, R.S. Some contrasts in the foreign student life style. *International journal of contemporary sociology* (Raleigh, NC), vol. 9, no. 1, January 1972, p. 34-43.

This study focuses on the differences in the life-styles of 147 Indian students at the University of Minnesota in the mid-1960s. Questionnaires were designed to test the hypotheses that contrasting patterns of life-styles of the Indian students were due to their differences in orientations; the 'old style' Indian students would be oriented inwardly toward 'traditional' Indian culture while the 'new style' Indian students would be oriented outwardly toward the Western world. The results show that the attitude contrasts were statistically significant. The differences

in orientations and life-styles were further investigated on making a living, distribution of power and influence, and their social and cultural life.

113. Gerstein, Hannelore. *Ausländische Stipendiaten in der Bundesrepublik Deutschland: eine empirische Erhebung über Studiengang und Studienerfolg der DAAD-Jahrestipendiaten* [Foreign scholarships in the Federal Republic of Germany: an empirical overview of student choice and success by the Deutscher Akademischer Austauschdienst annual scholarships]. Bonn-Bad Godesberg, Deutscher Akademischer Austauschdienst, 1974. 71 p.

114. Goodman, N. *The institutionalization of foreign education and the effects of the charter: a study of Malaysian student attitudes and adjustment to overseas educational opportunity*. Stanford, CA, Stanford University, 1984. [Thesis]

115. Greenblot, Cathy. Foreign students in the United States: a study of attitudes and orientations. *Sociological focus* (Akron, OH, North Central Sociological Association), vol. 4, no. 3, Spring 1971, p. 17-35.

This is a report of a study of students from Chile, Colombia, Greece and Turkey, who were enrolled in colleges and universities in New York City. Its purpose was to discover the relationship between their attitudes toward modernization of their own countries and their attitudes toward the United States. The students were classified as 'constrictors', or conservative in their orientation toward the modernization, 'adjustors', or those who tended to accept the course of modernization as it is occurring, or 'ideologists', or those who desired changes that were different or more rapid in their home countries. Hypotheses were developed and tested concerning the differential attitudes the three types would hold toward the United States. Findings: constrictors manifest the least disparity between what they see taking place and what they would like to see, and ideologists manifest the greater disparity. The typology of orientation to modernization is both valid and useful in predicting the nature of attitudinal change that occurs when students from developing countries come to the United States. Presumably these attitude changes will also affect the adjustment of the student on his or her return to the home country.

116. Hensley, T.R.; Sell, D.K. Study abroad program: an examination of impacts on student attitudes. *Teaching political science* (Beverly Hills, CA), vol. 6, no. 4, July 1979, p. 387-411.

This is a study of the Kent State University semester programme for undergraduate students in Geneva. Students for this programme are selected through application. The students before they went to Geneva score 46 per cent in their attitude to international understanding and after the experience it dropped to 36 per cent to 40. In terms of the student attitudes toward the United Nations, students' support before Geneva was 27 per cent and after the experience it dropped 5 percentage points to 22 per cent. As the authors indicate, 'familiarity may not breed contempt but our data suggest that interactions with the United Nations bureaucrats do not enhance one's view of the organization'. The most significant finding was that the students' self-esteem was enhanced by the experience in the Geneva programme. However, in terms of international impact on students' attitude, it would appear then, that some of the hopes of the promoters of overseas educational programmes had not been realized and claims about the potentiality of these programmes need to be given some careful scrutiny.'

117. Ibrahim, S.E.M. *Political attitudes of an emerging elite: a case study of the Arab students in the United States*. Seattle, WA, University of Washington, 1968. [Thesis]

This is a study based upon a questionnaire distributed to approximately 400 students from Arab countries studying in the United States. The author attempted to determine the attitude of students in the following areas: nationalism; democracy; socialism; and global alignment. The underlying assumption was that the individual's attitude toward such issues form a broad and coherently organized pattern, sometimes termed 'ideology'. The findings hold that 'the consistency principle' was operative in less than 65 per cent of the cases studied.

118. Jesudason, V. Indian students in the United States: socio-economic background, academic performance and plans to return home. *Indian educational review* (New Delhi, National Council of Educational Research and Training), vol. 14, no. 1, January 1979, p. 1-21, bibl.

For a large sample of Indian students in the United States in 1966, a number of factors emerge: the self-supporting students come from more affluent backgrounds; Moslems and scheduled caste students are underrepresented; but students from lower classes tend to enrol in the more prestigious colleges in the United States; and that the students from upper class backgrounds suffer less from homesickness and other problems.

119. Kağıtçıbaşı, C. Cross-national encounters: Turkish students in the United States. *International journal of intercultural relations* (Elmsford, NY), vol. 2, no. 2, 1978, p. 141-160.

This study attempts to understand and assess changes in the attitudes, world views, aspirations, adjustments and self-concepts of young Turkish students spending a year in the United States. The study examines four topical issues in the literature, namely, the type of sojourn experience, cultural differences, attitude change through time and personality factors. The experimental group of the study consisted of all the students chosen by the American Field Service (AFS) organization from various Turkish high schools for two consecutive years. The control group was chosen from final year high-school students in the two years. Almost all the students in the study had urban middle class characteristics. It was found that there were certain attitude changes and these were attributed to the favourable nature of sojourn experience. The changes identified were mainly decreases in authoritarianism and religiosity, and increases in international understanding. The follow-up study of the returnees showed general optimism and tendency to expect much from life, greater degree of achievement motive, belief in the importance of hard work for achievement and continued international understanding.

120. Klein, M., et al. Far eastern students in a big university: subcultures within a subculture. *Science and public affairs* (Chicago, IL, Educational Foundation for Nuclear Science), vol. 27, no. 5, January 1971, p. 10-19.

121. Kumagai, F. The effects of cross-cultural education on attitudes and personality of Japanese students. *Sociology of education* (Albany, NY, American Sociological Association), vol. 50, no. 1, January 1977, p. 40-47, bibl.

This is a longitudinal study of the effects of cross-cultural education on attitudes and personality in a sample of 104 Japanese male graduate students starting before their sojourn in the United States and continuing after their return to Japan. There was a steady increase in positive

attitudes towards the United States and in interaction with people of the United States. Japanese students' attitudes toward Japan remained favourable throughout the study, and measures before and after the sojourn revealed that the experience had had no significant impact on Japanese students' personality. Neither the basic pattern of Japanese students' personality nor their esteem for their own society and culture were affected by their cross-cultural experiences in the United States. Their sojourn experience served to increase their appreciation of culture and society in the United States, but not at the expense of a lowered appreciation of their own society and culture.

122. Leitner, P.S. *The effects of demographic and international factors on the satisfaction of foreign graduate students at the University of Wisconsin-Madison*. Madison, WI, University of Wisconsin-Madison, 1982. 170 p. [Thesis]

A study of the similarities and differences in reported levels of satisfaction between graduate students from foreign countries and the United States in a university setting. The sample for the study comprised 120 East Asian graduate students, 110 South-East Asian graduate students, and 120 graduate students from the United States, randomly selected in their respective populations at the University of Wisconsin-Madison. With regard to total satisfaction and compensation for work, it was found that significant differences existed between the student groups. Significant differences were also found to exist between the two foreign student groups concerning the quality of education, social life and recognition of work.

123. Maxwell, W.E. Ethnic identity of male Chinese students in Thai universities. *Comparative education review* (Los Angeles, CA), vol. 18, no. 1, February 1974, p. 55-69.

The major thesis of this study is that a great deal of the variation among societies in the consequences of schooling is due to the interplay of school factors and societal constraints, and that an important category of these contingencies concern the opportunities in non-school institutions open to members of a given ethnic group. The study is grounded on the theories of ethnic assimilation and ethnic pluralism. The history of Chinese immigration and the maintenance of distinctive Chinese traditions in Thailand is explored. Three sets of hypotheses were proposed and were investigated mainly on the responses to the questionnaire surveys of Chinese students in three fields of study: political science, medicine, and business in Thailand. The questionnaire surveys were administered in the Thai language by Thai research assistants to the students during classroom sessions in 1966 and 1971. The ethnic classification in the report shows that 61 percent of all students are of families engaged in private business, and that almost all the students who identified themselves as Chinese are from business families where nearly all the fathers designated by the category of 'self-employed and employers' are independent retail merchants. Seventy-four per cent of the medical students are from homes where the dominant culture is Chinese and 89 per cent reporting at least some recent Chinese ancestry. Many Chinese students show an interest in assimilation into the Thai bureaucratic elite, and would welcome marriage with a Thai.

124. Meleis, Afaf I. Arab students in western universities: social properties and dilemmas. *Journal of higher education* (Columbus, OH), vol. 53, no. 4, July/August 1982, p. 439-447.

Thousands of Arab students have in the past completed their education in the United States with many more being sent every year. This article describes some of the major properties that

characterize Arabs, and the dilemmas that Arab students, trainees, scientists and health professionals face when they come to the United States to further their education. Differences between the Arabs and the students from the United States in social behaviour and education lead to difficulties felt by the Arab students in adjusting to life and study in the United States. The article also suggests some strategies that could be devised to help them cope with that transition and enhance their potential for success: (1) an extensive ongoing orientation programme be provided; (2) the Arab student's new role be supported by direct sponsorship or the establishment of a social network; (3) a list of resources and personal contacts be provided to help free the student's energy to deal with other educational challenges.

125. Mosalai, T.B. *Perceived importance of Maslow needs by foreign graduate students in education at the University of Missouri*. Columbia, MO, University of Missouri-Columbia, 1980. 152 p. [Thesis]

This study attempted to identify and compare perceived need importance of the foreign graduate students in education at the University of Missouri-Columbia. Five independent variables: sex, nationality, degree level, level of teaching experience and years of teaching experience; and five dependent variables: security, social, esteem, autonomy and self-actualization were examined. The conclusions reached were that foreign graduate students in education did not differ with regard to the 'perceived need importance' when grouped by sex, degree level, teaching experience level and years of teaching experience; however they did differ with regard to the 'autonomy need' when the students were grouped on the basis of nationality.

126. Nalet, Y. *Des Chinois à Aix-en-Provence. Pédagogie* (Paris, Centre d'études pédagogiques), no. 5, 1974, p. 440-452.

127. Nash, D. The personal consequences of a year of study abroad. *Journal of higher education* (Columbus, OH), vol. 47, no. 2, March/April 1976, p. 191-203, bibl.

Using a design involving experimental and control groups, this study evaluates the effect of a year of study abroad on the self-realization of a group of junior-year students in France. The kind of self-realization which is proposed by the ideologues and custodians of such programmes is seen to be aimed at producing a liberal-international version of a typically modern individual. Using this model as a guide, a series of hypotheses regarding the effects on individuals of a year of overseas study were developed. The tests of these hypotheses involved the comparison of changes in the junior-year group and a group which remained at home. Some support for the hypotheses was obtained from assessments made at the end of the year abroad, but a later assessment, using less than adequate data, suggests that most of the personality changes derived from the overseas experience did not persist after return home.

128. Nilan, M.S. Development of communication expectations in occupational contexts: a comparison of U.S. and foreign graduate students. *International journal of intercultural relations* (Elmsford, NY), vol. 6, no. 3, 1982, p. 185-210.

129. Okanes, M.M.; Murray, L.W. Machiavellian and achievement orientations among foreign and American master's students of business administration. *Psychological reports* (Missoula, MT), vol. 50, no. 2, April 1982, p. 519-526.

That cultural differences exist with respect to the values, work goals and behaviour of managers and workers in various countries have been shown in a number of studies. This study examined the effect of cultural differences on two important dimensions of motivation: the motive to achieve and a manipulative form of power motivation labelled 'Machiavellianism'. The achievement and Machiavellian orientations were explored among 185 United States and foreign students enrolled in two master's programmes in business administration. Large samples from Algeria, the Islamic Republic of Iran, Philippines, Taiwan and the United States were selected for analysis. The basic assumption was that a relationship existed between the cultural background of each country and the Machiavellian and achievement motivations of its citizens.

130. Paige, R.M. Cultures in contact: on intercultural relations among American and foreign students in the U.S. university context. In: Landis, D.; Brislin, R.W., eds. *Handbook of intercultural training. Vol. III: Area studies and intercultural training*. New York, Pergamon, 1983, p. 102-132.

New cultures in contact has become a fact of contemporary university life in the United States. The purpose of this paper is to shed theoretical and empirical light on the nature of intercultural relations between foreign and United States students in the university context, especially in terms of the impact of intercultural contact on the student population in the United States. This focus represents a deliberate shift from the past emphasis of the 'sojourn literature' upon foreign students in the United States, or United States students abroad as the subject of analysis. The author presents a multi-variate conceptual model for analysing United States/foreign student relations, along with findings from recent empirical studies testing various components of the model. Conclusions are drawn regarding implications for future theory construction, empirical research and programmatic application.

131. Pyle, K.R. International cross-cultural service/learning: impact on student development. *Journal of college student personnel* (Falls Church, VA, American College Personnel Association), vol. 22, no. 6, November 1981, p. 509-514.

The question which the research was addressed was what impact an international, cross-cultural experience would have on college students' development. A total of thirty-six students participated in the project which was undertaken at Woburn Lawn, a remote mountain village in Jamaica. It was found that cross-cultural service/learning within an international setting seems to be a valuable approach in facilitating students' development.

132. Quinn, W.A., II. *A study of selected sojourn preferences and priorities of Stanford University foreign students*. Stanford, CA, Stanford University, 1975. 506 p.

The general objectives of this study were: (1) presentation of basic information on the large population of foreign students for utilization by university policy makers; (2) examination of a series of hypotheses to determine if there were pronounced differences among different groupings of Stanford foreign students; and (3) description of certain academic, social and attitudinal values held by foreign students to ascertain the relationships, if any, between Stanford and the changing or non-changing of them. Of the 900 students who were given the questionnaires over 500 responded. The study demonstrates that background information of foreign students coupled with their academic standing and years at Stanford could be important indices for successful adjustment.

133. Reed, B.; Hutton, Jean; Bazalgette, J. *Freedom to study: requirements of overseas students in the U.K. Report of a survey carried out by the Overseas Students Trust, 1976-77. A report prepared by the Grubb Institute for the Overseas Students Trust*. London, Overseas Students Trust, 1978. 171 p.

In this study the Grubb Institute gathered evidence from overseas students on how they viewed their experience in the United Kingdom. Students in the survey were drawn from universities, polytechnics and colleges of further education in different parts of the country. The report, which analyses the students' criticisms of the provisions made available to them, points out that many of the provisions are based on the assumption that the overseas students are poor and disadvantaged. It is suggested that the students are not welfare objects and to regard them as such is an avoidance of the need to restructure some of the systems which serve the educational process. To show that the overseas student is part of the educational process, three different but overlapping systems are examined, namely: the academic system, in which the student takes up his fundamental role as a student; the selection system, in which he enters into a professional relationship between himself and his college; and the United Kingdom controls system, in which he will be treated as a visitor and not an intruder or an immigrant. The report concludes that overseas students' bad experiences are more to do with the unsatisfactory nature of these systems and less to do with the students' personal problems. The report provides several recommendations to the various authorities and institutions on how they could act more responsibly toward overseas students. The key recommendation is that the academic staff in educational institutions should take greater responsibility for overseas students.

134. Richards, J.M., jr. Personality type and characteristics of nations in international higher education exchange with the United States. *Research in higher education* (New York), vol. 2, no. 3, September 1974, p. 189-194.

The sample consisted of approximately 175 countries that sent or had the potential for sending exchange students to the United States during the 1967/68 academic year. It should be noted that China was, in fact, included in the study although no students from China were present in the United States universities at that time. Consideration was given to the characteristics of countries, such as size, wealth and political orientation, alliance with and geographic distance from the United States. It was found that the characteristics of a country have some relationship to the personality types of the students received in international exchanges and also to the students' area of academic interest. Large nations send many students to the United States. Communist nations send few students, and they tend to concentrate in only one type of field. Students from wealthy countries tend to study artistic fields.

135. Smith, R.J., et al. When is a stereotype a stereotype? (American students in West Germany). *Psychological reports* (Missoula, MT), vol. 46, no. 2, April 1980, p. 643-651.

136. Stening, B.W. Problems in cross-cultural contact: a literature review. *International journal of intercultural relations* (Elmsford, NY), vol. 3, no. 3, 1979, p. 269-314.

An examination is undertaken of literature bearing on misunderstanding between persons engaged in cross-cultural relationships. The dimensions of the problem are outlined using the following sub-headings: subjective culture and social construction of reality; intercultural communication; stereotyping; ethnocentrism and prejudice; time factor; cultural distance; personality; and contact and attitudes. Further, a description is made of various approaches

which have been adopted in investigating the problems of cross-cultural contact in international organizations. A critical analysis reveals that the most significant gaps in current knowledge of the problems are at the interpersonal level. Suggestions are made as to what research questions demand urgent attention.

137. Williams, P. *Look west? Asian attitudes to study abroad and Britain's response*. *Asian affairs* (London, Royal Society for Asian Affairs), vol. 14, no. 1, February 1983, p. 15-26.

The essay reviews the current policy of the British Government since 1980 which has caused an increase in student fees and thereby a steadily diminishing number of foreign students studying in the United Kingdom. The problem faced by the declining number of students, particularly students from Asia and the United Kingdom, and the need for the British educational institutions to continue to recruit students from other countries, particularly the Third World, are discussed. The rationale for this recruitment of foreign students is based on the following areas of concern: first, it is in the interest of the British national policy to recruit students; secondly, foreign students are a vehicle to maintain international communication links; thirdly, the foreign students studying in the United Kingdom are a political asset both in the short term and the long term, and may serve as a system of rewarding countries for maintaining good relations with the United Kingdom; fourth, there is a trade and economic benefit potential from exposing foreign students to the British society; and lastly, foreign students comprise a dimension of continued overseas political and economic assistance as part of the responsibility of the United Kingdom to the Commonwealth. The report recommends that budget funds of approximately 10 per cent be set aside for students to be recruited directly by British universities. Basically, the article contends that it is in the long-term interest of the United Kingdom to recruit qualified foreign students particularly from the Third World to study in the United Kingdom.

The 'brain drain' and non-return issues

138. Adams, W., ed. *The brain drain*. New York, Macmillan; London, Collier-Macmillan, 1968. 273 p.

This volume reflects the results of an international conference on the brain drain that took place in Lausanne, Switzerland. Issues such as the early history of the migration of talent, the issue of education and migration, economic forces, and other factors are mentioned. It was generally agreed that the issues are quite complex and not subject to easy solution.

139. Chorofas, D.N. *The knowledge revolution: an analysis of the international brain market*. New York, McGraw-Hill, 1976.

140. Glaser, W.A. *The brain drain: emigration and return*. Elmsford, NY, Pergamon, 1978. 324 p., bibl.

The results of a major study on the migration and return of people from developing countries who study in the developed nations. Questionnaires from a sample of 1,500 students from

developing countries studying in the industrialized nations, and from 400 professionals from developing nations who returned home, were analysed. The following is a summary of findings: commitment to the home country is very strong; many respondents plan to remain in the industrialized nations for a year or so of practical training after graduation but plan to return home eventually; respondents feel that the brain drain need not be irreversible and that individuals seem to show complex patterns of mobility later in life; there are variations among home countries, among subject specialities and among other variables with regard to the brain drain; the most common factors which 'pull' a respondent home are family and home factors; poor working conditions at home may act as a 'push' to keep the respondent from returning home; the stronger the ties at home, the stronger the motivation to return. The basic conclusion of this volume is that the brain drain issue is very much more complex than usually assumed.

141. Grubel, H.G. The international flow of human capital, theoretical analysis of issues surrounding foreign students electing not to return to their native countries. *American economic review* (Menasha, WI), vol. 56, no. 2, May 1966, p. 268-274.

This article deals with the theoretical bases of the flow of international human capital as represented by highly skilled immigrants to the United States and also of those foreign students studying in the United States who elect not to return home. The article refutes the concept of neo-colonialism by making the following assertions: (1) immigrants raise significantly the income of their families; (2) immigrants can influence policies in the country of 'their new residence' towards their native country; (3) immigrants maintain a continuing interest in their country of birth which may bring about change in those countries; and (4) pure scientists and 'engineers in foreign countries' can, through their knowledge of scientific development, improve the lives of their former countrymen. The authors conclude that such concern with the effects on economic and military power is anachronistic and that a concern with the individual welfare of the population ought to take its place.

142. Grubel, H.G.; Scott, A. *The brain drain: determinants, measurement and welfare effects*. Waterloo, Canada, Wilfrid Laurier University Press, 1977. 165 p., bibl.

The focus of this volume is on the economic and other determinants of the brain drain from Third World nations to the United States and to some extent to other industrialized nations. Chapters on the immigration patterns of scientists to the United States, the difficulties of measuring the brain drain, the theory of migration and human capital, determinants of migration, etc., are presented.

143. Hekwati, M. Non-returning foreign students: why do they not return home? *Die dritte Welt* (Meisenheim, Federal Republic of Germany), vol. 2, no. 1, 1973, p. 25-43.

The rate of non-returning foreign students in the United States is increasing, causing much concern in developing countries. The study is aimed at ascertaining selected socio-psychological factors — family ties, social position, favourable attitudes toward people in the United States — differentiating the foreign students who intend to return upon completion of their studies from those who do not. Six hypotheses were offered for investigation and data were collected, by questionnaire, in 1969 from 210 students from five countries who were registered

at Columbia and New York universities. Among the major findings were: (1) 50 per cent of the respondents were majoring in engineering and business, and there was no significant difference between the returning and non-returning students as related to fields of study; (2) nearly 50 per cent of them intended to remain in the United States; (3) the longer the student stays, the more likely he is to remain. The homogeneity of the results for the five different nationalities, considered independently, adds to the validity of the theoretical and methodological considerations.

144. Myers, R.G. *Education and emigration: study abroad and the migration of human resources*. New York, McKay, 1972. 423 p.

145. Oh, T.K. *The Asian brain drain: a factual and causal analysis*. San Francisco, CA, R & E Research Associates, 1977. 97 p.

146. Rao, G.L. *Brain drain and foreign students: a study of the attitudes and intentions of foreign students in Australia, the U.S.A., Canada and France*. New York, St. Martins, 1979. 233 p.

Counselling services and health problems

147. Babiker, I.E.; Cox, J.L.; Miller, P.M. The measurement of cultural distance and its relationship to medical consultations, symptomatology and examination performance of overseas students at Edinburgh University. *Social psychiatry/psychiatrie sociale* (New York), vol. 15, no. 3, 1980, p. 109-116.

148. Baron, M., ed. *Advising, counseling and helping the foreign student*. Washington, DC, National Association for Foreign Student Affairs, 1975.

149. Coelho-Oudegeest, M. *Cross-cultural counseling: a study of some variables in the counseling of foreign students*. Madison, WI, University of Wisconsin, 1971. 280 p.

A series of tests were administered to foreign students to determine their receptivity to counselling in the United States counselling office. It was found that the age, sex, training and experience of the counsellor are significantly related to successful counselling of foreign students. In particular, it was determined that young, female counsellors holding a master's degree are the most effective counsellors.

150. Dillard, J.M.; Chisolm, Grace B. Counseling the international student in a multicultural context. *Journal of college student personnel* (Falls Church, VA, American College Personnel Association), vol. 24, no. 2, March 1983, p. 101-105.

151. Eng-Kung, Y., et al. Psychiatric implications of cross-cultural education: Chinese students in the United States. In: Bochner, S., ed. *The mediating person: bridges between cultures*. Cambridge, MA, Schenkman, 1981, p. 136-168.

152. Furnham, A.; Trezise, L. The mental health of foreign students. *Social science and medicine* (Elmsford, NY), vol. 17, no. 6, 1983, p. 365-370.

153. Geuer, W.; Breitenbach, D.; Dadder, R. *Psychische Probleme ausländischer Studenten in der Bundesrepublik Deutschland* [Psychological problems of foreign students in the Federal Republic of Germany]. Bonn, Deutscher Akademischer Austauschdienst, 1983.

154. Hicks, J.E. The guidance of foreign students at Japanese universities: a look at the organizations and persons responsible. *Daigaku ronsho* (Hiroshima, Japan), no. 13, 1984, p. 203-223.

This article considers the situation of foreign students in Japan in the light of efforts to increase the number of foreign students studying in Japanese universities. Its conclusions are: (1) more experience and expertise concerning foreign students is required by Japanese educators and administrators; (2) clear definition of responsibility for foreign students is needed; (3) there should be better co-ordination among institutions dealing with foreign students; (4) placement should also be improved; (5) more research on foreign students is needed.

155. Higginbotham, H.N. Cultural issues in providing psychological services to foreign students in the United States. *International journal of intercultural relations* (Elmsford, NY), vol. 3, no. 1, Spring 1979, p. 49-85.

With the unprecedented influx of foreign students into colleges in the United States, serious attention must be given to providing psychological services congruent with the needs of these sojourners. In this review, key issues and dilemmas facing personnel as they attempt to set up helping services are delineated. Considered first are the patterns of foreign student adjustment, including typical stresses, the role of co-national groups in mediating stress, and patterns of clinic use. Second, ethical implications of cross-cultural counselling are discussed, and include the problem of therapy as a process that imparts values, counsellor competency and the value of transporting a therapy across cultures. The third section considers the dilemma as to which treatment goals should be followed. Next, the thorny problem of low success rates in therapy is re-examined from a social psychological perspective. The last section aims towards a resolution of these issues through a proposed model for psychological services that incorporates four domains of culture assessment. Lastly, several criteria are offered as ethical guidelines for the provision of psychological services.

156. Horner, D., et al. Cross-cultural counseling. In: Althen, G., ed. *Learning across cultures: intercultural and international education exchange*. Washington, DC, National Association for Foreign Student Affairs, 1981, p. 30-50.

157. Klineberg, O. Stressful experiences of foreign students at various stages of sojourn: counseling and policy implications. In: Coelho, G.; Ahmed, P., eds. *Uprooting and development: dilemmas of coping with modernization*. New York, Plenum, 1980, p. 271-293.

An important aspect of modernization is the planned movement of students across cultures for advanced training abroad. The author of this paper examines the phases of the adaptation process from the initial selection procedures in the home country, to the student's decisions in planning his/her sojourn abroad, through the decisions that lead to permanent residence in the host country, or to the more common case of return to, and employment in, the home country.

Drawing upon a general review of research on foreign students in France and in other countries, the author focuses on the potential stressful issues at various stages of the sojourn abroad and considers means for mitigating them. He finds that foreign student selection procedures to screen candidates to study abroad are designed to find their level of competency in technical skills or academic work, but pay little attention to personality characteristics and degree of maturity. He recommends increased attention to preparatory activities such as language training, provision of information about the institution to be attended, and an introduction to the cultural norms and customary social behaviour in the host country. He also emphasizes that foreign student advisors should pay attention to areas in which a student is likely to experience a blow to his/her self-esteem. At the same time, Klineberg reiterates that the resident population must also be sensitized to the presence of the 'uprooted' students, and must learn to appreciate some of the cultural and social resources that the foreign students bring to the community.

158. National Association for Foreign Student Affairs. *Guidelines: academic and personal advising*. Washington, DC, 1975.

159. Pedersen, P.P., et al. *Counseling across cultures*. Honolulu, HA, University of Hawaii Press, 1976. 370 p.

The focus of this volume is on guidance for counselling across cultures, not only for foreign students but for other racial and ethnic minorities, mainly in the context of the United States. The chapters deal with such topics as racial and ethnic barriers in counselling, cultural sensitivities in counselling, self-awareness issues and related matters. The book has considerable relevance to the counselling of foreign students.

160. Walker, J. Rationale for international students. *College and university* (Menasha, WI), vol. 45, no. 4, Summer 1970, p. 405-414.

Four contributors discuss the topic: 'an integrated campus and community programme for foreign students'. One contributor outlines some aspects of foreign students' difficulties encountered on campuses in the United States and suggests that: detailed information be provided to foreign students before they leave for the United States; help be given in familiarizing them with the customs and activities on the campus; and an international students' club be established. Another contributor argues that a more human role should be injected into the admissions procedure. The other two contributors discuss respectively the role of the foreign student advisor as the link between foreign students and all offices on the campus, and the specific ways to 'treat foreign students well after they get here'.

161. Zwingmann, C.A.A.; Gunn, A.D.G. *Uprooting and health: psychosocial problems of students from abroad*. Geneva, Division of Mental Health, World Health Organization, 1983. 89 p. (MNH/83.8)

Curricula and study programmes

162. Fitterling, Dorothea. *Curricula for foreigners? Western European education* (White Plains, NY), vol. 13, no. 3, Fall 1981, p. 38-48.

This article is essentially a critique, by the Technical University of Berlin, in terms of the role of foreign students in universities in the Federal Republic of Germany. It outlines in quite extensive detail the number of foreign students in universities in the Federal Republic of Germany primarily coming from Turkey, Indonesia and the Islamic Republic of Iran; reviews the structure of the university vis-a-vis foreign students and their equal status in terms of free tuition. The author calls for a new curriculum programme that would clarify for foreign students their relationship to their country of origin. Since foreign students often spend ten years abroad, in the long-term it is important to encourage the countries of origin to develop their own capacity to offer educational opportunities.

163. Myer, R.B.; Taylor, Mary Louise, eds. *Curriculum: U.S. capacities, developing countries' needs*. New York, Institute of International Education, 1979. 244 p.

The report of a conference concerning the possibilities of shaping the curriculum in higher education in the United States to make it more relevant to the needs of students from the Third World. United States educators recognize that in many cases the curriculum is unsuitable, and propose a variety of solutions, realizing that any solutions proposed will be difficult to implement.

Disciplinary studies

164. American Association for the Advancement of Science. *Graduate students from developing countries in U.S. science departments*. Washington, DC, 1983. 20 p.

A discussion of the impact of the United States on foreign students following science disciplines. This publication discusses how scientific approaches and attitudes differ and orientations vary concerning scientific training. This publication is particularly useful for science faculty members who deal on a regular basis with foreign students.

165. Carnovsky, L. The foreign student in the American library school. *Library quarterly* (Chicago, IL), vol. 43, no. 2, April 1973, p. 103-125; vol. 43, no. 3, July 1973, p. 199-214.

166. Chen, R.M. Education and training of Asian foreign medical graduates in the United States. *American journal of psychiatry* (Washington, DC, American Psychiatric Association), vol. 135, no. 4, 1978, p. 451-453.

Asian physicians were found to represent a growing minority among foreign medical graduates practising psychiatry in the United States. They were perceived as less competent than United States medical graduates with regard to specific skills, but their employment was preferred to that of mental health staff who had not received graduate training. It was felt that their loss would seriously handicap medical services. It was suggested that training programmes should

stress acculturation to United States society and that these doctors be required to undergo additional training in the United States.

167. Dunnett, S.C. *Management skills training for foreign engineering students: an assessment of need and availability*. Washington, DC, National Association for Foreign Student Affairs, 1982. 60 p. [ERIC microfiche ED 220 013]

This report presents the results of a national questionnaire administered to foreign student advisors and deans of engineering during the spring of 1982. The purpose of the two surveys was to assess the impact on foreign students studying engineering in the United States, particularly the extent of management skills given to these students. The final results of the survey indicate that too few foreign students receive sufficient management skills training as part of their educational programme. The study includes a review of the literature and a bibliography.

168. Maloney, J.O. Broader training for foreign engineering students. *Technos*, vol. 5, July-September 1976, p. 41-51.

The author postulates that due to the fact that many engineering graduates returning to rapidly developing countries are frequently placed in high positions, it is essential that they are better provided with a broader perspective on project development and analytical abilities. In this context, the author describes a course that has been taught to several groups of chemical engineering students at the University of Kansas and lists the resources of some materials which had been used. The basic assignment of the course was to prepare a proposal for an income-generating investment in a developing country, concerned with fertilizers, metals, petrochemicals or sugar. The article also presents a diagram of the course and an outline of the learning materials needed in class activity. The article concludes with some observations concerning the type of project to be selected and ways of developing most effective and interesting learning materials.

169. Moravcsik, M.J. Foreign students in the natural sciences: a growing challenge. *International educational and cultural exchange* (Washington, DC, Advisory Commission on International Educational and Cultural Affairs), vol. 9, no. 1, Summer 1973, p. 45-57.

In this article, a science professor suggests specific remedies for some of the difficulties faced by foreign students — particularly those from developing countries — who seek an education in the United States to prepare themselves for careers as scientists back home. The discussion was structured in terms of a chronological survey of the students' education — information gap, application fee, evaluation, transportation cost, advisors, discipline choice, development of problem-solving skills, and the return to the home country. The author suggests ways for the foreign students to overcome fear of isolation, and proposes arrangements to broaden bilateral exchanges between science departments in the United States and in developing countries.

170. Owen, W. *Higher education in economics: the international dimensions*. Boulder, CO, Economics Institute, 1981.

Economic aspects of foreign study

171. Barber, E.G., ed. *Foreign student flows: their significance for American higher education*. New York, Institute of International Education, 1985. 129 p.

This important volume features several studies of the flow of foreign students mainly related to the United States. One paper focuses on student flows internationally and their relevance to the United States. Another deals both with the issues of flows and with the complex issue of student costs for foreign study. The studies found that the concentration of foreign students from a few countries (such as Taiwan) in the United States made the situation vulnerable to policy changes in these countries. It was also pointed out that the same fields which are in high demand by domestic students in the United States are demanded by foreign students, thus creating some competition for places.

172. Chishti, S. Economic costs and benefits of educating foreign students in the United States. *Research in higher education* (Albany, NY), vol. 21, no. 4, 1984, p. 397-414.

In recent years some western European countries have adopted restrictive policies to regulate the flow of foreign students. There is no such policy in the United States. If the current trends continue, the population of foreign students in the United States may reach 1 million or so by 1990. In view of their large and rapidly expanding number, it is of some interest to study the economics of their education. An attempt is made here to estimate the economic costs and benefits to the United States of educating foreign students.

173. Heffich, W. *Foreign student costs: a report on the costs of educating foreign students at Canadian universities*. Ottawa, Canadian Bureau for International Education, 1977.

174. Hossain, N. *The economics of U.S. higher education for foreign students*. Blacksburg, VA, Virginia Polytechnic Institute and State University, 1981. 160 p. [Thesis]

This is an application of the human capital theory model to decision making by foreign students seeking to study in the United States. The assumption was that foreign students will study in the United States because: (1) studying in the United States is of greater value 'than studying in their country of origin'; and (2) there are non-monetary benefits arising from studying in the United States. The author concludes that students' rate of return from the United States education are high in terms of money. The non-monetary costs associated with education in the United States varies according to the country of origin or region. Factors that affect the students' stay in the United States include country of origin, political stability and job opportunities within the country of origin as well as family ties. These variables will determine the length of study in the United States and whether the graduate will stay in the country.

175. Hossain, N. Why so many foreign students in graduate school? A cost benefit analysis. *Journal of the Association of International Education Administrators*, vol. 3, no. 2, May 1983, p. 23-30.

176. Johnson, A.W. Costs of international education: who pays? *International educational and cultural exchange* (Washington, DC, United States Advisory Commission on International Educational and Cultural Exchange), vol. 6, no. 2, spring 1971, p. 32-43.

The case study primarily focuses on the role of California, in its treatment of foreign students in the 1970s. If it is becoming increasingly difficult and costly to provide higher education for growing numbers of national students, what then are the prospects for foreign students in the United States? The paper discusses two aspects of this problem which have recently come to the fore in California: the effects of rising tuition for foreign students; and the question of who will bear the cost of foreign student programmes — the students themselves, the state government, the federal government, or some combination of all three.

177. Myers, R.G. External financing of foreign study: the case of the Ford Foundation in Peru. In: Barber, E.; Altbach, P.; Myers, R.G., eds. *Bridges to knowledge: foreign students in comparative perspective*. Chicago, IL, University of Chicago Press, 1984, p. 147-163.

178. Rives, J.M. *The international market for higher education: an economic analysis with special reference to the United States*. Durham, NC, Duke University, 1971. 239 p. [Thesis]

This study is concerned with the way in which the operation of an international market for higher education contributes to international flows of human capital. The aim of the study is to develop and analyse, theoretically and empirically, the international market for higher education. Particular emphasis is placed on trade in United States education and on the movement of human capital into the United States. The conclusion of the study is that the interaction of international markets for higher education and for human capital services suggests that human resources are not well distributed.

179. Sims, A. *The costs and benefits of foreign students in Canada: a methodology*. Ottawa, Canadian Bureau for International Education, 1981. 46 p., bibl. [Also published in French]

A detailed discussion of the methodology of measuring the costs and benefits of foreign students in Canada. Issues of measuring opportunity costs, the direct and indirect costs of education, the returns of scale, marginal and average costs and other factors, are discussed. Both the quantifiable and non-quantifiable costs of foreign students are considered. The difficulties of putting a clear 'price tag' on the education of foreign students is stressed.

Foreign student advisors and personnel

180. Althen, G. *The handbook of foreign student advising*. Yarmouth, ME, Intercultural Press, 1983. 208 p.

Intended to be a practical guide for foreign student advisors in the United States, this volume deals with the various aspects of the job of foreign student advisor. The author discusses such issues as immigration policies, attitudes and ideas about international education, the necessary personal attributes, the nature of intercultural meetings and contacts, etc. Documents relating to foreign student advising are reprinted in the volume.

181. Caquelin, H.J. Education for an emerging profession: foreign student advisor? *International educational and cultural exchange* (Washington, DC, Advisory Commission on International Educational and Cultural Exchange), vol. 5, no. 3, Winter 1970, p. 44-65.

How can one prepare for the profession of foreign student advisor? What educational background or specialization is most useful? What kinds of experience are most valuable? The author offers his ideas of what a foreign student advisor (FSA) can do to close the 'knowledge gap' and enhance his professional competence. The paper discusses the nature of the FSA's work, types of knowledge needed, professional standards and norms, state of the profession (the academic preparation of FSA's and their distribution of years of experience). Among the most important single qualifications that the respondents selected were: experience as an FSA; experience in a foreign country; type of education (liberal vs. technical); experience in college/student personnel administration; experience in administrative/executive positions; level of education.

182. Ibanga, J. *A comparative analysis of the status and role of foreign student advisors and services provided to foreign students in the public and private institutions of higher learning in the United States of America*. Lincoln, NB, University of Nebraska at Lincoln, 1975. 188 p. [Thesis]

The role of foreign student advisors and the services foreign students receive in public and private institutions of higher learning are compared and analysed in this study. Survey questionnaires were mailed to 200 foreign student advisors in both public and private institutions of higher learning throughout the United States. On the survey study itself, the major findings were that the formal title of foreign student advisor (FSA) was held by over 65 per cent of those designated for foreign student advising. The highest percentage of FSA's in public institutions had been trained in professional educational fields; and the highest number in private institutions majored in psychology and/or counselling. Wide publicity given to the institutions abroad contributed to the overall increase in foreign student enrolment. FSAs whose major characteristics were personal interest and interest in and respect for all kinds of people generally maintained that foreign students contributed 'much' to the overall objectives of the institutions. Some services provided by foreign student advisors included: counselling foreign students; providing information on immigration and naturalization services; admission and registration of foreign students; and engaging in follow-up studies of foreign students after they had returned home.

183. Viola, Joy W. Exchange international: 10. Campus international offices. In: Knowles, A.S., ed. *The international encyclopedia of higher education*. San Francisco, CA, Jossey-Bass, vol. 4, p. 1588-1598, bibl.

Impact of study abroad

184. Elmary, Andrée. *Les échanges scolaires: leur rôle dans l'éducation*. Paris, Fédération internationale des organisations de correspondances et d'échanges scolaires, 1981.

185. Flack, M.J. Results and effects of study abroad. *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 424, March 1976, p. 107-118.

186. Goetzel, S.; Strutter, J.D., eds. *Foreign alumni: overseas links for U.S. institutions*. Washington, DC, National Association for Foreign Student Affairs, 1980.

A questionnaire was administered to seventy institutions who have, since 1921, received foreign students. The data indicate the tremendous rate of growth in the number of foreign students in the United States: 1921, 6,000 foreign students; 1960, approximately 65,000; and in the early 1980s, over 264,000. This represents over 50,000 new foreign alumni completing their study each year and approximately 35,000 who return home to their nations.

187. Gollin, A.E. Foreign study and modernization: the transfer of technology through education. *International social science journal* (Paris, Unesco), vol. 19, no. 3, 1967, p. 359-377, bibl. [Also published in French]

188. Goodwin, C.; Nacht, M. *Fondness and frustration: the impact of American higher education on foreign students with special reference to the case of Brazil*. New York, Institute of International Education, 1984.

A study of Brazilian students who returned home concerning their attitudes toward their educational experiences in the United States and the impact, from curricular and other viewpoints, of their experience of studying abroad.

189. Hodgkin, M.C. The communication of innovations: the influence of the foreign trained returnee on socio-cultural change in developing countries. *Southeast Asian journal of sociology* (Singapore, University of Singapore Sociology Society), vol. 4, 1971, p. 53-71.

190. Hull, F. Five years later: those American ~~graduates~~ graduates from off-campus and overseas programs, 1974-1975. *SRHE International newsletter* (Guildford, United Kingdom, Society for Research into Higher Education), no. 16, November 1980, p. 4-10.

191. Hull, W.F.; Lemke, W.H., jr. The assessment of off-campus higher education. *International review of education/Revue internationale de pédagogie* (The Hague), vol. 21, no. 2, 1975, p. 195-206.

After acknowledging the general ignorance concerning the changes which occur in undergraduates from the United States who study off-campus, either domestically or internationally, the authors describe various studies which have attempted to assess off-campus educational experiences.

192. Schmidt, S.C.; Scott, J.T., jr. Advanced training for foreign students: the regional approach. *Journal of developing areas* (Macomb, IL), vol. 6, no. 1, 1971, p. 39-50.

The authors discuss in broad outline the five major concerns in the early 1970s of the impact of training Third World students in developed countries. They list the concerns in the following areas: the inappropriateness of training needs for the home countries; the long and costly training periods; paternal attitudes of host institutions; dissertation research topics often based on the host country's problems; brain-drain. After extensive discussion of the above concerns, the authors focus on the need to establish regional training institutions and recommend that these institutions have a relationship to the United Nations. They specifically recommend regional institutions in the following areas: Northeast Asia, Southeast Asia, Central America, South America, West Africa, East Africa, North Africa and the Middle East. These would effectively alleviate some of the difficulties faced by foreign students coming to the United

States and also more realistically address educational needs in an interdisciplinary fashion relevant to Third World countries. They specifically feel that these regional institutes, once established, should not be supported for more than ten or fifteen years by the United Nations or other agencies, and they suggest that foundations should endow chairs.

193. Useem, J.; Useem, Ruth. American educated Indians and Americans in India: a comparison of two modernizing roles. *Journal of social issues* (Ann Arbor, MI, Society for the Psychological Study of Social Issues), vol. 24, no. 4, October 1968, p. 143-158.

This study is based on the socialization factors affecting United States citizens living in India and Indians who study in the United States. The authors review changes in the number of Indians studying in the United States — the recipient of the major influx of foreign nationals, particularly Indians — and the role of United States citizens studying or teaching in India. They find an interchange trend involving fewer missionaries and more businessmen and governmental employees, with a quickening of the pace and expansion in magnitude of interchange of persons between the two countries. They do find a shared outlook among the two groups and a moderate amount of interaction between them.

Institutional policy

194. Barber, Elinor G. *A survey of policy changes: foreign students in public institutions of higher education*. New York, Institute of International Education, 1983.

In 1981, the IIE queried all two-year and four-year public institutions concerning their policies toward foreign students, with an emphasis on finding out if changes in policy had taken place. In 1983, a second study of these institutions was undertaken. Emphasis in the analysis was placed on those institutions with the largest numbers of foreign students. About 61 per cent of the institutions surveyed responded to the questionnaire. Overall, the following results were reported: (a) foreign students will find somewhat decreased services provided for them; (b) changes with regard to financial assistance and qualifications for admission are more likely to be adverse than favourable; (c) changes in policy introduced by the institutions with the largest numbers of foreign students depart from the norm, but the direction of their impact is not consistently positive or negative; (d) among the states with the largest concentrations of foreign students, only New York stands out as having made it more difficult for them to come; and (e) the institutions where the foreign student population is growing at a relatively rapid rate appear to be inclined to encourage this growth and are clearly not taking any action to restrict it.

195. College Entrance Examination Board. *The foreign undergraduate student: institutional priorities for action*. New York, 1975. 118 p. [ERIC microfiche ED 109 965]

196. Institute of International Education. *Survey of U.S. public institutional policies regarding foreign students*. New York, 1981.

197. Minogue, W.J.D. Distributive justice and foreign university students: a New Zealand view. *Canadian and international education/Education canadienne et internationale* (Toronto, Ont., Canada), vol. 1, no. 2, December 1972, p. 35-43.

The author of this article discusses the conflict between administrative, political and academic policies that exist when dealing with foreign students in New Zealand. Since the number of foreign students in New Zealand is growing rapidly, the country is developing policies to deal with them. The author discusses this in political and ethical terms. The differentiation of foreign students according to whether they are government aided or privately funded leads the author to raise such question as: Why do certain rules apply to government-aided students and not to the privately funded ones? Why should universities even admit foreign students? What are the grounds for giving government-aided foreign students special treatment? The author attempts to show how the political decisions of the New Zealand Government conflict with ethical principles.

198. National Liaison Committee on Foreign Student Admissions, United States. *The foreign undergraduate student: institutional priorities for action*. Princeton, NJ, College Entrance Examination Board, 1975. 109 p.

This book deals with the impact that undergraduate foreign students and United States post-secondary education have on each other. A summary of recommendations formulated during this colloquium is presented. They include: provision of adequate information about higher education institutions in the United States which should be carried out by reliable professional counselling centres overseas; due regard for the students' qualifications and the appropriateness of their courses; establishment of clearinghouses in the United States to ease the application process and make appropriate choices; study of how to broaden undergraduate curricula that include an international dimension; efforts to be made to lobby for legislation advantageous to foreign students, e.g. relaxing restrictions on summer employment; recommendation that each institution with a substantial number of foreign students form a task force to examine its international higher education programmes; encouragement of contact between students and participation in their professional development after they have returned to their countries; and strengthening of ties among existing foreign student associations which could eventually make possible the creation of an international association of foreign student organizations.

Language issues

199. Barrett, R.P., ed. *The administration of intensive English language programs*. Washington, DC, National Association for Foreign Student Affairs, 1982. 109 p. [ERIC microfiche ED 224 293]

200. Bazilevič, L.I. *Russkij jazyk studentov-inostrančev* [Russian language teaching and foreign students]. Moskva, Vyššaya škola, 1972.

201. Dunnett, S.C. *The effects of an English language training program and orientation on foreign students at the State University of New York at Buffalo*. Buffalo, NY, State University of New York at Buffalo, 1977. 215 p. [Thesis]

This study investigated the effects of an English-language training and orientation programme on foreign student adaptation by examining: (a) one group which had completed a six-week intensive English language training and orientation programme (ELTO) and then entered a degree programme; (b) a group which had not experienced an ELTO programme but entered

degree programmes immediately upon arrival in the United States. Principal hypothesis: foreign students who have participated in a six-week ELTO programme will have fewer difficulties in adaptation in their first academic semester than those students who come directly to the university without benefit of an ELTO programme. The two groups of students studied were from four geographic areas: Latin America, Africa, Middle East and Asia. Results: the adaptation of foreign students at Buffalo is eased by participation in an ELTO programme; the ELTO programme has the least effect on emotional adjustment; the ELTO programme has a significant effect on socialization; there are differences in adaptation between geographic groups — in particular between Latin Americans and Middle Easterners compared to Africans and Asians.

202. Garrett, L.N. *The foreign student in American higher education: a study of the policies and practices of selected host institutions as they relate to English language proficiency and academic advisement*. Nashville, TN, George Peabody College for Teachers, 1979. 156 p. [Thesis]

This study investigated the stated policies and actual practices of selected host institutions in the United States with regard to certain foreign student matters. Answers were sought to such questions as: why there were foreign students in higher education institutions in the United States; why there were foreign student academic policies; whether selected host institutions set standards of student proficiency in English as a second language (ESL); and whether they had academic advisement services. The major findings showed that there were certain 'target' areas in which most colleges and universities surveyed did provide foreign student policies and practices. While, for example, ESL proficiency was a requirement for foreign student admission, some evident 'gaps' were noticed in the policy provisions on academic advisement. It is recommended that institutions engaged in international education should reassess the rationales for recruiting foreign students and the policies and practices which actualize those rationales through daily decision making.

203. Kaplan, R.B. English as a second language: a guide to sources. In: Barber, E.; Altbach, P.G.; Myers, R.G., eds. *Bridges to knowledge: foreign students in comparative perspective*. Chicago, IL, University of Chicago Press, 1984, p. 247-258.

This chapter features an introduction to the field of English as a second language (ESL) and a guide to major resources in the field. A select but informative bibliography is also included. The author links ESL to language teaching and to linguistic theory and development.

204. Powers, D.E. *The relationship between scores on the Graduate Management Admission Test and the Test of English as a Foreign Language*. Princeton, NJ, Educational Testing Service, 1980. 90 p. [ERIC microfiche ED 218 329]

205. Smith, A. International communication through study abroad: some priorities and pitfalls for future research. *European journal of education* (Oxford, United Kingdom), vol. 18, no. 2, 1983, p. 139-150.

Despite the advent of computer-assisted language learning and other advanced technologies supplementing more traditional media and helping to broaden and widen the opportunities available for acquiring language proficiency, there is a widely-held view that nothing can replace actual first-hand acquaintance with a foreign country when it comes to acquiring

'foreign academic experience'. This article concentrates mainly on the identification of some reasons for and lines of research inquiry into academic mobility, specifically on matters dealing with student study abroad and research into faculty exchange whether for research or teaching purposes. In arguing for the desirability of solid research on study abroad, the article outlines a possible framework for carrying out such research. The author believes that the type of research outlined would not only make a substantial contribution to elucidating the principles concerned, but also give rise to findings which could have enormous impact on policy making in international higher education.

Overseas study and socio-economic development

206. Eisemon, T. The effects of U.S. training: a study of American-educated Indian engineering faculty. *International review of education/Revue internationale de pédagogie* (The Hague), vol. 20, no. 1, 1974, p. 36-52.

Foreign study is presumed to change participating scholars in ways that would not have occurred had they remained at home. It is hoped that returnees will show greater professional commitment than their counterparts who have not been abroad, be more productive scholars, and will identify more closely with the international professional community. This study is based on a survey of engineering teachers conducted in India during 1971/72. Two groups of teachers were sampled: (1) faculty members in Indian institutions who were sent to the United States; (2) members of the Institution of Engineers in India. The results show that few differences existed between the two groups, and returnees were *not* more productive researchers, more professionally involved or more cosmopolitan than their locally-trained counterparts.

207. Gollin, A.E. *Education for national development: effects of U.S. technical training programs*. New York, Praeger, 1979.

208. Gollin, A.E. Foreign study and modernization: the transfer of technology through education. *International social science journal* (Paris, Unesco), vol. 19, no. 3, 1967, p. 359-377.

When it comes to transferring knowledge and technology, foreign study is considered one of the most important means. The study deals with the transfer of knowledge and technology by recipients of United States technical training from twenty-nine countries. The survey revealed that administrative problems had few results of any consequence; 'social adjustment' was found to be an inconsequential problem area for participants and there was little or no relationship between the few available measures of social adjustment in the surveys and participants' evaluations of the worth or occupational outcomes of their training. In general, underlying institutional arrangements emerge as significant influences upon the outcomes of this method of inducing technological change.

209. Hawkins, J.M. Educational exchanges and the transformation of higher education in the People's Republic of China. In: Barber, E.G.; Altbach, P.G.; Myers, R.G., eds. *Bridges to knowledge: foreign students in comparative perspective*. Chicago, IL, University of Chicago Press, 1984, p. 19-31.